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ABSTRACT

This curriculum guide is based on the Louisiana State Minimum Competencies for Health Education. This guide consists of extensive outlines of major content areas in health education with recommended activities to facilitate learning at specified levels. The content areas are: (1) communicable and noncommunicable disease; (2) consumer health; (3) environmental and community health; (4) family living; (5) nutrition; (6) mental and emotional health; (7) personal health; (8) safety and first aid; and (9) substance use and abuse. The guide has been developed for the kindergarten through tenth grades at four competency levels: Level I, kindergarten through third grades; Level II, fourth through sixth grades; Level III, seventh and eighth grades; and Level IV, ninth and tenth grades. With each content area, a course outline, topics, student objectives, and activities to achieve student objectives are provided. Following each section is a bibliography of reading materials for educators and print and nonprint resources for further information on the topic. (JD)

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

COMPREHENSIVE HEALTH EDUCATION
CURRICULUM GUIDE
GRADES K - 10

BULLETIN NO. 1596

1981

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SP 019 475

FOREWORD

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated "development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools of this state...." The "statewide curriculum standards for required subjects" is defined as "the required subjects to be taught, curriculum guides which contain minimum skills and competencies, suggested activities, suggested materials of instruction, and minimum required time allotments for instruction in all subjects." Act 750 further provides that the "effective implementation date of the statewide curriculum standards for required subjects shall be the 1981-82 school year. Development of such curriculum shall begin by the 1979-80 school year."

During the 1979-80 school year, a curriculum guide was developed by advisory and writing committees representing all levels of professional education and all geographic areas across the state of Louisiana for grades K-10 in Comprehensive Health Education.

The major thrust of the curriculum development process has been the establishment of minimum standards for student achievement. Learning expectancies for mastery have been determined for each grade level. In addition, content outlines, suggested activities, procedures, and bibliographies have been developed as aids in support of the learning expectancies. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the curriculum guide was piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inter-city, and rural schools. The standard populations involved in the piloting reflect also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies will utilize the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the 1980-81 pilot study, the curriculum guide was revised to ensure that it is usable, appropriate, accurate, comprehensive, relevant, and clear.

Following the mandate of Act 750, the revised curriculum guide will be implemented statewide in the 1981-82 school year. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curricular materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each teacher and each administrator whose efforts and assistance during the stages of curriculum development were vital to the attainment of our curricular goals.

J Kelly Nix

J. KELLY NIX

ACKNOWLEDGMENTS

This publication represents the cooperative efforts of personnel in the Bureau of Secondary Education and the Bureau of Curriculum, Inservice, and Staff Development in the Office of Academic Programs, Louisiana State Department of Education. Serving as chairpersons in the development of the guide were Joyce Moore and Mike Glisson, Supervisors of Health, Physical Education and Recreation. Special recognition goes to members of the steering, writing, piloting and revision committees who worked diligently to make this publication a reality.

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INTRODUCTION

The need for health education instruction is greater in today's contemporary society than in decades past because of the ever increasing range and variety of choices and decisions that must be made which directly or indirectly (negatively or positively) affect the total quality of human existence. Health instruction to date has been sporadic, incidental and with no real purpose or direction, but today's findings and advances in the medical and behavioral sciences can serve to improve and maintain the quality of personal well-being for all individuals if they become knowledgeable and choose to convert this information into positive health behavior.

The need for programs of comprehensive health education in the public schools of Louisiana has been apparent for several years. For effective health instruction to be implemented, educators must identify significant health content areas, determine the scope, sequence and grade level placement of all designated content materials and define the essential competencies expected at various educational levels.

This document was designed to assist educators with the task of ensuring that all students in Louisiana will attain at least minimal competencies in health education--fundamental competencies pertinent to the acquisition of explicit knowledge and the development of process skills (decision making, valuing, problem solving, etc.) as they become necessary in the maintenance of personal health and human betterment. This writing includes the Louisiana State Minimum Competencies for Health Education and suggests the levels at which specific content mastery is expected. Also included are extensive outlines of each of the identified major content areas in health with activities recommended for each outline that can serve to expedite and facilitate learning. The curriculum guide has been developed for grades K-10 with the following levels being identified: Level I K-3, Level II 4-6, Level III 7-8, Level IV 9-10.

The development and adoption of performance objectives in health education was an attempt to provide guidance and direction for any school district in Louisiana seeking to develop meaningful content and effective approaches. The total curriculum guide was an attempt to provide a unified approach to health teaching relative to progressive planning, scope and sequence throughout the school years. This document provides flexibility that will allow individual schools or school districts to develop and/or expand their health programs as unique differences and needs arise. The guide provides complete and comprehensive outlines for each content area. However, only the content material relevant to the mastery of each identified minimal competencies must be taught. Regardless of locale or school system, each school health instructional program will be based upon the specific needs and interests of the particular population involved.

The Health Education Instructional Model included in this guide suggests that the successful development of student competencies (as they relate to the acquisition of knowledge, attitudes and positive behavior) in health education, is dependent upon and interrelated to the quality and preparation of the health faculty; support, understanding, and involvement of an enlightened community; the administrative recognition and support that emphasizes the need for sequential, progressive and relevant academic programs; and the utilization of related health services and resources which can expedite learning and serve as educational extensions of the regular classroom.

HEALTH EDUCATION INSTRUCTIONAL MODEL

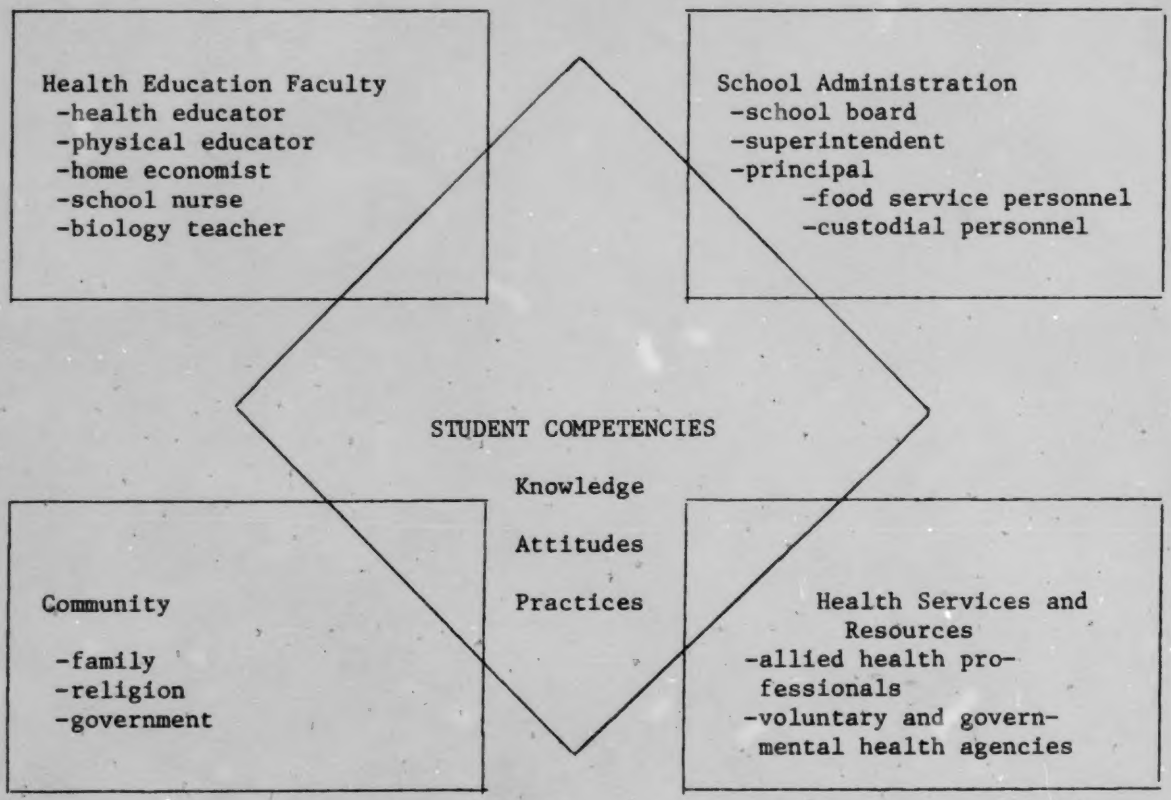
Health Education Faculty
-health educator
-physical educator
-home economist
-school nurse
-biology teacher
School Administration
-school board
-superintendent
-principal
-food service personnel
-custodial personnel
STUDENT COMPETENCIES
Knowledge
Attitudes
Practices
Community
-family
-religion
-government
Health Services and Resources
-allied health professionals
-voluntary and governmental health agencies

Figure I

COMPREHENSIVE HEALTH EDUCATION CURRICULUM

CONTENT AND SEQUENCE CHART

Content Areas	Competency Level I			Competency Level II			Competency Level III		Competency Level IV			
	K-1	2	3	4	5	6	7	8	9	10	11	12
COMMUNICABLE AND NONCOMMUNICABLE DISEASE			X		X			X		X		
CONSUMER HEALTH		X				X		X		X		
ENVIRONMENTAL AND COMMUNITY HEALTH		X				X		X		X		
FAMILY LIVING	X		X			X		X		X		
NUTRITION	X		X		X		X		X			
MENTAL AND EMOTIONAL	X				X		X			X		
PERSONAL HEALTH	X			X			X		X			
SAFETY AND FIRST AID	X			X			X		X			
SUBSTANCE USE AND ABUSE		X				X	X		X			

COMMUNICABLE AND NONCOMMUNICABLE DISEASE

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL I - GRADE 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Illness vs. Wellness A. Characteristics of illness 1. Fever 2. Tiredness 3. Loss of appetite B. Characteristics of wellness 1. Good mental state 2. Energy 3. Good appearance	I. Identifies characteristics of illness and wellness associated with states of illness and wellness.	I. A skit depicting an ill person and a skit depicting a well person. Students are to tell how they knew which was which. Compare and contrast what the ill person says as to the well person. Students who have magazines at home are asked to bring pictures depicting wellness and illness. I. Show students various pictures depicting both well and ill people. Have students identify characteristics of wellness vs. illness.
II. Difference between communicable and noncommunicable diseases A. Communicable 1. Disease transmittable to numbers of people B. Noncommunicable 1. Disease not transmittable to other persons	II. Differentiates between communicable and noncommunicable diseases.	II. Student A is given a partially eaten apple by Student B, who has a cold or other communicable (transmitted via food or utensil for eating food). Ask Student A if he/she should eat the rest of the apple. Have student explain why he/she would not eat the apple.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE

LEVEL I - GRADE 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
III. Communicable Disease A. Transmission of disease 1. By way of air a. Talking b. Sneezing	III. Identifies major methods of disease transmission.	III. Using poster depict various modes of transmission of disease and have students locate and circle each mode depicted.
2. By way of contact a. People b. Coughing c. Insects d. Plants e. Objects	III. Identifies good personal health habits.	III. Make a chart listing some good and bad health habits. Discuss the reasons that each habit is good or bad.
3. Diseases caused by parasites a. Scabies 1) Method of transmission 2) Signs and symptoms 3) Treatment 4) Prevention b. Head lice c. Others 1) Hookworms 2) Pinworms 3) Roundworms B. Prevention and control 1. Good health habits	III. Lists methods of transmission, signs, symptoms and preventive measures for scabies and head lice.	III. Student A is given another student's comb, brush or hat. Ask Student B if he/she should use the comb, brush or hat. Have student explain to the student why he/she should not use the comb, brush or hat. III. Filmstrip: "Ways to Avoid Illness," Walt Disney Productions, 500 South Buena Vista Street, Burbank, CA 91521

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL I - GRADE 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
1) Covering mouth when sneezing 2) Washing hands 3) Don't put objects in mouth		
IV. Personal choice behaviors to maintain health and prevent diseases. A. Proper diet B. Regular exercise C. Rest and Sleep	IV. Identifies personal choice behaviors that reduce chances of diseases.	IV. Have the students keep a 3-day diet. Have the students evaluate their diets to see that they meet daily requirements for essential nutrients.
		IV. Regular exercise Activity: Have the student keep height and weight charts and take a pulse rate test, keeping result for one month.
		IV. Role play on what individuals do to relax.
		IV. Class will make collage depicting relaxation.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Communicable disease-causing organisms A. Bacteria B. Virus C. Parasites D. Fungi		I. Have students construct bulletin board showing causes of communicable disease by organisms. I. Integrate the following words into the students' vocabulary list: bacteria, virus, parasites and fungi.
II. Methods of transmission of communicable disease-causing organisms. A. Airborne 1. Colds and flu B. Waterborne 1. Dysentery C. Food-borne 1. Botulism D. Direct contact 1. Impetigo E. Insect-borne 1. Malaria F. Parasites 1. Pinworms G. Rodents/animals 1. Rabies	II. Lists seven ways in which diseases are transmitted.	II. The student will discuss the methods of transmission of communicable disease-causing organisms including airborne, waterborne, food-borne, direct contact, insect-borne, parasites, and rodents and animal transmission.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
III. Prevention of Communicable Diseases A. Personal health habits 1. Personal hygiene 2. Exercise 3. Rest 4. Nutrition		III. The student will construct a booklet on personal health habits important in the prevention of communicable diseases giving five examples for the following: personal hygiene, exercise, rest, and nutrition. Find pictures to illustrate each. III. Have one student play the role of a person sleeping, and another student rôle play as a person having a sleepless night. The class observes and discusses the skit listing possible health results for each situation.
B. Natural body defenses 1. Skin 2. Membranes 3. Tears 4. Blood	III. Differentiates between natural and chemical defenses of the body.	III. Students will play a game of scramble, finding the natural and chemical defenses. The words to be found are skin, membrane, tears, blood, natural immunity, acquired immunity and immunizations. An example of the game would be:

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	Find the word skin A C D N I J I V W K R T S O P Q
C. Immunity 1. Natural immunity 2. Acquired immunity (immunization)		III. Show the film or filmstrip about how the body has natural defenses and natural immunity to protect the body against communicable diseases.
IV. Noncommunicable Diseases A. Basic information on most common noncommunicable diseases B. Incidence of noncommunicable diseases	IV. Differentiates between communicable and noncommunicable diseases.	IV. Students will participate in a knowledge and spelling game. The class will be divided into two teams. The teacher will be the judge. A team will receive one point for correctly spelling one communicable or noncommunicable disease and one point for correctly categorizing it.
V. Personal choice behaviors affecting noncommunicable diseases A. Nutrition	V. Lists four nutritional practices and describes a health condition related to each.	V. Invite speaker from the Health Clinic to speak to the students on nutrition. Speaker should center his speech on cholesterol,

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
1. Maintenance of desirable body weight--obesity 2. Cholesterol - heart attack 3. Salt - hypertension 4. Fad foods - poor nutrition		salts, fatty foods, and maintenance of desirable body weight.
B. Exercise 1. Effect on body functions a. Heart becomes stronger thus increasing blood flow b. Oxygen exchange and circulation become more efficient c. Improved pulse rate 2. Effect on mental attitude a. Good muscle tone increases feeling of well-being	V. Discusses the three effects of exercise on cardiovascular function.	V. Class discusses exercise for cardiovascular efficiency. V. Allow class to run in place and check pulse rate, before and after exercise. V. Show a film of the effects of exercise on the cardiovascular system.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
C. Smoking 1. Effect on body functions a. Tar and nicotine carry irritation to the throat, bronchial tubes and lungs. b. Carbon monoxide reduces oxygen carrying capacity of the blood. c. Nicotine increases heart rate, blood pressure, cardiac output and stroke volume of the heart. 2. Smoking as a contributing factor in cancer and in heart disease.	V. Describes three effects of smoking on body functions.	V. Invite guest speaker from Heart Association. V. Have the students make a bulletin board on the harmful effects of smoking. V. Construct a crossword puzzle using these words: Cancer, Nicotine, Tar, Heart, Lungs, Disease, Stroke, Cough, Blood, Heart Rate, Blood Pressure, etc. V. Have the students do experiment showing the effects of smoking on their lungs. (Example: passing cigarette smoke through a white hankerchief.) V. Have the students do a survey on people who smoke. Ask questions like: When started? Why? Do you enjoy it? Wish you could stop?

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		V. Compare heart rate of smokers to nonsmokers. Using family, friends, or other people around home, check the pulses.
D. Stress 1. Definition 2. Effect on emotional and physiological functioning		V. Small group discussions; have each group make a list of some of the causes of stress and how to avoid stress.
		V. After the class makes a list of causes of stress, have each student check off any stressful situations they encountered for one week.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Classification of organism which causes disease A. Diseases caused by bacteria 1. Veneral diseases a. Signs and symptoms 1) Gonorrhea 2) Syphilis a) Primary stage b) Secondary stage c) Tertiary stage b. Prevention 1) Legal responsibilities c. Treatment		
2. Pneumonia a. Signs and symptoms b. Prevention c. Treatment		I. Discuss pneumonia, including causes and prevention.
B. Disease caused by virus 1. Mononucleosis	I. Identifies the most common signs and symptoms of mononucleosis.	I. The students will design and create a bulletin board depicting signs, symptoms and method of preventing mononucleosis.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
a. Signs and symptoms 1) Swollen glands 2) Fever 3) Weakness 4) Fatigue 5) General discomfort b. Prevention 1) Avoid personal contact 2) Avoid communal use of utensils, etc. 3) Blood transfusions	The student:	
2. Mumps a. Signs and symptoms b. Prevention		I. The student will survey their families to see who has had mumps and will report back to class. They will study the cumulative results of the class as a research project.
C. Disease caused by parasites 1. Scabies a. Method of transmission b. Signs and symptoms c. Treatment d. Prevention		I. Students will research and report to class on medical progress in areas of diseases caused by parasites.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
2. Head lice 3. Others a. Hookworms b. Pinworms c. Roundworms D. Disease caused by fungi 1. Athlete's Foot a. Signs and symptoms b. Treatment c. Prevention 2. Ringworm		
II. Prevention, Treatment and Control of Communicable Diseases A. Personal prevention 1. Cleanliness a. Personal b. Environmental 2. Contact a. Direct b. Indirect 3. Regular medical examinations B. Community prevention 1. Education 2. Isolation 3. Disinfection 4. Preventive inoculation		II. Students will write a report contrasting sanitation/personal health practices of today with those of a century ago, as well as including increasing needs of the future.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
C. Treatment and control 1. Community resources a. Physicians b. Health Department c. Hospitals 2 Agencies that monitor diseases a. Official health agencies 1) City Health Department or Parish Health Department 2) State Health Department 3) Center for Disease Control 3. Sources responsible for reporting a. Schools b. Physicians c. Hospitals and special clinics	II. Identifies preventive community health resources.	II. Invite a guest speaker from a local public health department to come in and talk on communicable disease and disease control. II. Assign students to interview representatives from community responsible for the treatment and control of disease. The students will give an oral report from the interview.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
III. Noncommunicable Diseases A. Cardiovascular 1. Stroke a. Causes b. Symptoms c. Preventions 2. Hypertension a. Causes b. Symptoms c. Preventions 3. Coronary Heart Disease a. Causes b. Symptoms c. Preventions 4. Arteriosclerosis a. Causes b. Symptoms c. Preventions 5. Other heart conditions a. Causes b. Symptoms c. Preventions B. Respiratory 1. Emphysema a. Causes b. Treatment	The student: III. Lists the four most common cardiovascular diseases and gives the symptoms and prevention.	III. Review the function of heart/lungs. III. By use of diagram, trace circulation of blood through the circulatory system. III. Invite an internist or cardiologist to discuss anatomy and physiology of heart and lungs. III. Conduct library research and report the latest findings on cholesterol and heart disease. III. Plan a day's menu for a person who has been diagnosed as having arteriosclerosis. III. List jobs that may be hazardous to people with emphysema or chronic bronchitis. Tell why.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
2. Chronic Bronchitis a. Causes b. Treatment	III. Identifies factors contributing to emphysema and chronic bronchitis.	III. Interview people who have emphysema or chronic bronchitis and learn how their life activities have been changed. Report to class and discuss results.
3. Lung cancer a. Causes b. Treatment 4. Asthma a. Causes b. Treatment 5. Allergies a. Causes b. Treatment C. Glandular 1. Diabetes a. Heredity b. Early onset c. Adult onset		
D. Nervous System 1. Epilepsy a. Definition b. Causes c. Signs and symptoms d. Treatment	III. Lists steps to follow in caring for a person during a seizure.	III. Students are divided into groups where epilepsy and the emotional aspects of seizure disorders are discussed. Include discussion of treatment and care.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
2. Cerebral Palsy a. Definition b. Causes c. Signs and Symptoms d. Treatment 3. Multiple Sclerosis a. Definition b. Causes c. Signs and symptoms d. Treatment E. Muscular Dystrophy 1. Muscular Dystrophy	The student:	III. The class invites a local physical therapist, nurse, or social worker to discuss Cerebral Palsy and its impact on the family. The students and teacher brainstorm before the visit to find out what they know about the subject and outline questions they have about the disease before arrival of speaker.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE

LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Overview of disease producing organisms and the importance in the spread of communicable diseases. A. Organisms that produce disease 1. Viruses 2. Bacteria 3. Fungi 4. Protozoa 5. Parasitic worms		
B. Course of communicable diseases 1. Transmission 2. Incubation 3. Typical illness stage a. Types of outbreaks 1) Sporadic 2) Endemic 3) Epidemic 4) Pandemic 4. Convalescence 5. Termination a. Resusceptibility b. Carrier c. Immunity	I. Lists the symptoms of at least three major common communicable diseases (measles, mumps, and chickenpox).	I. With the help of your parents, write a paper describing a childhood disease which you have had. Give the paper a personal title. I. A selected student visits and interviews an epidemiologist at the local Public Health Unit. The student reports on the results of interview, including the four types of outbreaks of of communicable disease showing each type on a map of the world.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
II. Individual responsibility with communicable diseases A. Preventive measures 1. Individual knows signs and symptoms of common communicable diseases 2. Regular medical check-ups B. Remedial measures 1. Recognize need for and seek professional help		
III. Community Responsibility A. Reporting to official health agencies to tabulate data and monitor trends B. Education		
IV. Noncommunicable Diseases A. Cancer 1. Sites of cancer a. Breast b. Colon and Rectum c. Oral d. Lung e. Skin f. Uterus	IV. Lists the most common sites of cancer.	IV. Hand out outlines of male and female figures and have students identify the percentages, by sites, of various forms of cancer from 1950 to the present. Class discussion on possible reasons for changes.

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
g. Kidney and Bladder h. Prostate i. Blood j. Lymph	The student:	
2. Warning signs and symptoms of cancer a. Any change in normal bowel habits b. Any sore that does not heal c. Unusual bleeding or discharge from any of the natural body openings d. A lump or thickening in the breast or elsewhere e. Persistent indigestion or difficulty in swallowing f. Obvious change in a wart or mole g. Nagging hoarseness or cough	IV. Identifies the seven major warning signs of cancer.	IV. Show a current film on the seven warning signs of cancer to the students.
3. Self-breast examination a. Stand with arms raised before mirror,	IV. Describes the technique for performing self-examination.	IV. Give students handouts on Breast Self-Examination and Prostatic Examination. Show film on

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
observe any differences in breast. b. Lie on bed with towel or pad under left shoulder to raise left breast c. With right hand, massage left breast in concentric circles toward the nipple, note any lumps. d. Squeeze nipple, note any discharge. e. Repeat procedure for right breast. 4. How cancer spreads 5. Differentiation between tumor and malignacy 6. Treatment 7. Advances in cancer research 8. Attitudes about cancer		Breast Self-Examination from American Cancer Society. IV. Use simulated model of breast to demonstrate exam and location of breast tumors. Allow students to practice BSE on breast model. (Available from American Cancer Society or local Cancer Association.) IV. Invite a doctor or nurse as guest speaker to explain the importance of individual responsibility in self-examination.
B. Genetic disorders 1. Causes a. Interrelated marriages b. Medication	IV. Identifies causes of gentic disorders.	IV. Have the student prepare an abstract of an article on the causes of genetic disorders - a number of topics can be offered as possibilities for

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
therapy c. Radiation exposures d. Others		research including Cerebral Palsy, Thalidimide Births, etc.
2. Prevention a. Family History (hereditary factor) b. Counseling	IV. Explains the hereditary factors in prevention of genetic diseases.	IV. Case History (An 18-year-old girl decides to visit a gentic counselor before marriage as she is concerned about having a child with Sickle Cell Anemia as her sister did): The students have an open discussion, write reports on congenital and hereditary defects.
C. Kidney disease 1. Functions of kidney 2. Effects of disease 3. Relationship with tumors, cysts and stones		IV. The teacher shows a film strip "More Than Love" (National Foundation March of Dimes - Congenital and Hereditary Defects).
D. Cardiovascular 1. Overview 2. Incidence 3. Positive benefits a. Increase stroke volume b. Increase cardiac output		IV. Have each student make a list of things he does each day to develop cardiovascular fitness. Compare lists in small groups. Discuss areas where improvement is necessary to give suggested remedies.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
c. Increases oxygen carrying capacity of the blood d. Decreases heart rate e. Decreases blood pressure 4. Advances in heart research		IV. Have students prepare a report on the physical fitness requirements to enter the military or the military academies, and include reasons for rejection. IV. Demonstrate the correct way to take pulse. Record the pulse rate of an athlete vs. a non-athlete during rest, during activity and during the post activity recovery period.
E. Environmental Agents 1. Tobacco 2. Alcohol 3. Viruses and bacteria 4. Over the counter drugs 5. Nutrition 6. Stress	IV. Describes environmental agents which affect the development of the fetus.	IV. Independent research by the students to gather information on the effects of smoking on pregnant women. Students are encouraged to cite statistics and references. IV. Have students interview a smoker of 10 years or more. The smoker must be 18 years of age or older. Ask such questions as: 1. Why did you start? 2. Do you know the dangers? 3. Could you quit if you wanted?

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	4. If yes, why don't you? 5. Does smoking harm you in any way? How? 6. What advice would you give to nonsmokers? IV. Have students analyze the interviews in groups and report findings to class.
V. Community Resources A. Official health agencies B. Voluntary and private health agencies C. Private physician D. Hospitals and special clinics E. Special programs		

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TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE

Sources of free and inexpensive health education materials:

Abbott Laboratories
Department 383
Abbott Park
North Chicago, IL 60064

Allergy Foundation of America
801 Second Avenue
New York, NY 10017

American Cancer Society
(contact local office)

American Diabetes Association
600 Fifth Avenue
New York, NY 10020

American Heart Association
(contact local office)

American Lung Association
(contact local office)

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

Arthritis Foundation
3400 Peachtree Road, N.E.
Atlanta, GA 30326

Ayerst Laboratories
685 Third Avenue
New York, NY 10017

Cancer Association of Greater N.O., Inc.
211 Camp Street - Room 600
New Orleans, LA 70130 - 502-522-4456
(Laurie Ferguson - available for workshops)

Center for Disease Control
1600 Clifton Rd., N.E.
Atlanta, GA 30353

Connecticut General Life Insurance Co.
Advertising and Public Relations
Hartford, CO 06115

Eli Lilly and Company
P. O. Box 100B
Indianapolis, IN 46206

Epilepsy Foundation of America
1828 L. Street, N.W., Suite 406
Washington, DC 20036

Juvenile Diabetes Foundation
3701 Conshohocken Avenue
Philadelphia, PA 19131

Muscular Dystrophy Association, Inc.
810 Seventh Avenue
New York, NY 10019

National Cystic Fibrosis Foundation
60 East 44th Street
New York, NY 10017

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National Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605

National Institute of Health
National Institute of Neurological and
Communicative Disorders and Stroke
Public Inquiries
Bethesda, MD 20014

National Institute of Health
National Institute of Arthritis, Metabolism
and Digestive Diseases
Bldg. 31, Room 9A04
Bethesda, MD 20014

National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017

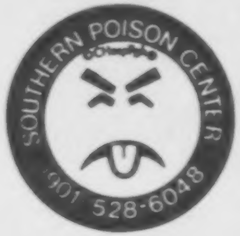
Pfizer, Inc.
235 East 42nd Street
New York, NY 10017

Prudential Insurance Co. of America
Public Relations Department
Prudential Plaza
Newark, NJ 07101

CONSUMER HEALTH

TOPIC AREA CONSUMER HEALTH LEVEL I - GRADE 2

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. A consumer is one who uses goods and services. A. Goods used by consumers 1. Foods 2. Clothing 3. Drugs 4. Toys 5. Chemicals	I. Given the definition of consumer, matches the word with word with the meaning.	I. Ask students to tell about the first time someone gave them money to buy candy or a toy. Ask if they can remember buying something that gave them pleasure, something that did not work, or candy that they did not like. Have them relate the feelings experienced at this time.
		I. Discuss the statement, "Everyone is a health consumer."
II. Advertising influences consumer choices. A. Appeals to 5 senses 1. Color 2. Sound 3. Taste 4. Touch 5. Smell	II. Given a set of advertisements, points out the factors which make the product appealing.	II. Ask the students to visit a supermarket and make a list of things they would like to buy. In class, draw pictures of their choices. Discuss what made the products attractive
		II. Act out TV commercials pertaining to health information. Have the class discuss the effects on the listener, reader, or viewer.
III. One way consumers are protected is through the labeling of products		III. Bring to class toys, food containers, drug containers, and clothing. Identify and discuss

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
A. Some products which are labeled 1. Food 2. Toys 3. Clothing 4. Drugs B. Types of symbols 1. Poison (Mr. Yuk)  		the protective labels. III. Draw or reproduce protective symbols from consumer health products. Have the students match the protective symbol to its meaning. III. Display in the classroom a group of toys, some of which are safe for children, others which have obvious safety defects (button eyes, small wheels, sharp edges, etc.). Have the students choose the safe toys. Examine the remaining toys and have the students point out the unsafe feature of each.
IV. People are trained to keep us healthy A. Health Specialists 1. Doctor 2. Nurse 3. Dentist 4. Pharmacist 5. Teacher 6. Others	IV. Given a series of pictures of health specialists at work, identifies each one by name.	IV. Have the class report on health personnel and tell how they are important to our good health. IV. Invite a Dental Hygienist to class to discuss kinds of toothbrushes and toothpaste. Prove that good toothpaste does not have to be the most expensive.

TOPIC AREA CONSUMER HEALTH LEVEL I - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. A consumer is influenced by many factors in choosing health products A. Factors influencing consumers 1. Emotions 2. Family patterns 3. Values 4. Advertising	I. Lists factors which influence health product purchases.	I. Make a display (books, bulletin board, posters) of the common sources of health information (family, friends, written word, salesmen, agencies, schools, radio, T.V., and doctors). Discuss how these influence what one believes.
		I. Have students bring to class examples of advertising that appeals to values and emotions such as courage, security, personal appearance, personality, luxury, tradition and others. Have students analyze these ads and single out emotion and value words such as "pure," "belongs," "fresh," and "pleasure," as well as technical words which have no meaning.
		I. Have students compile a list of home remedies, health customs and practices. Eliminate those which are obviously of superstitious nature. Make a booklet of those which have some health value.

TOPIC AREA CONSUMER HEALTH LEVEL I - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
86	The student:	I. Discuss how the above beliefs developed and, if they are unfounded beliefs, why this is the case. From this discussion, have students establish criteria useful in evaluating other beliefs, information, services, and products. I. Survey family on which headache and stomach remedy is used. Assemble information and make class graph or chart. I. Survey 5 friends about which shampoo is used and why it is used. Assemble information and make class chart or graph. Compare reasons for purchase with those above. 87

TOPIC AREA CONSUMER HEALTH LEVEL II - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
I. A good consumer must be able to evaluate the accuracy and reliability of the health information and products A. Comparing health products 1. Effectiveness 2. Cost 3. Availability 4. Safety A. Evaluating health advertising 1. Identifying misleading information 2. Identifying useful information	The student: I. States sound criteria for selecting health products.	I. Through class discussion, develop criteria for the purchase of health aids and services.
		I. Study the Consumer Report Book, "The Medicine Show." Compare the information in the book to the information gained from the advertising of the products through the media.
		I. Use clippings, tapes, pictures, and other samplings of health advertising and discuss the techniques used, i.e., appeals to fear, pride, imitation, social approval, authority of endorser (doctor says, research says), promises of miracles, partial truth, etc.
		I. Find some examples of advertised products in newspapers, and periodicals in which the manufacturers attempted to satisfy a current fad.

TOPIC AREA CONSUMER HEALTH LEVEL II - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		I. Compare articles on a health topic, one from an authoritative periodical, such as a professional journal, and another from a slanted or biased source, both of which are the same aspect of a health topic.
II. Targets for quackery A. Elderly B. Ignorant C. Chronic and Terminally ill D. Adolescents	II. Differentiates between quack claims and valid claims, especially those aimed at adolescents.	II. Invite a representative from the district FDA to discuss and demonstrate fraudulent cure-all devices.
II. Some types of quackery and fraud areas aimed at adolescents A. Acne preparations B. Bust developers C. Fad diets		II. In class, analyze an ad for one of the three types of fraud indicated in II. Place on the board words and phrases which are misleading. Check the fine print and determine chances of receiving your money back if the product does not perform as indicated.
III. Health Specialists contribute to good health A. Physicians 1. Pediatricians 2. Dermatologists 3. General Practitioners	III. Examines the role of various medical and health specialists in maintaining and promoting health.	III. Have class report on health personnel including qualifications, training, license and needs they satisfy. III. Plan a field trip to a hospital.

TOPIC AREA CONSUMER HEALTH LEVEL II - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
B. Allied health specialists 1. Health educators 2. Public health workers 3. Private and voluntary health agency personnel		
IV. Some people seek alternate types of health care. A. Alternative types of health care 1. Faith healers 2. Chiropractors 3. Transcendental meditation 4. Acupuncture 5. Biofeedback 6. Hypnosis	IV. Compares traditional health care with various alternative forms of health care and services.	IV. Complete a word list of all the alternative types of health care which will be discussed under IV. IV. Have the class analyze and compare some of the most popular alternative types of health care. Determine how and why these methods may or may not help a person. IV. Do role-playing in which the results of seeking alternative types of health care are portrayed.

TOPIC AREA CONSUMER HEALTH

LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Fraudulent claims are common in certain areas of consumer vulnerability. A. Common areas of false claims 1. Cancer 2. Arthritis 3. Food selection 4. Over-the-counter (OTC) drugs	I. Cites examples of fraudulent and questionable health practices.	I. Present a 5 minute "pitch" in class which demonstrates the techniques used by quacks. Let the class identify the fraudulent claims. I. The class devises a questionnaire to apply to products or services which will enable them to detect possible fraudulent health products or services. I. Discuss common areas of false claims.
II. Self-diagnosis and treatment is a common practice. A. Reasons 1. Inaccessibility of physician 2. Attempt to avoid cost 3. Influence of advertising 4. Fear of disease, pain, and surgery 5. Inconvenience 6. Gullibility 7. Ignorance	II. Predicts possible outcomes of self-diagnosis and treatment.	II. Ask class what is implied by the statement, "He who hath himself for a doctor hath a fool for a patient." II. Describe a situation for each of the reasons for self-diagnosis in which the reason is inferred, rather than actually stated. Have the students then verbalize the inferred reason.

TOPIC AREA CONSUMER HEALTH

LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
B. Dangers 1. Misdiagnosis of major disorders 2. Delay in receiving proper care 3. Unsafe home remedy 4. Unsafe OTC drug use		II. Students, in a buzz session, determine reasons why people choose to diagnose and treat themselves. II. Have class forum on the hazards of self-diagnosis and self-medication. Ask for situations where self-diagnosis may be used without danger.
III. Today's advertising is sophisticated and highly influential. A. How advertising influences the consumer 1. Wording of advertising a. Innuendoes b. Implications c. Generalities 2. Source of advertising a. Television b. Radio c. Newspaper d. Magazines e. Peers	III. Analyzes ads by identifying source of ad and the advertising techniques used.	III. Ask students to develop their own advertisements for imaginary health products and services. This can be done in groups and can involve a series of improvised commercials. III. Evaluate drug advertising in medical journals. How are physicians influenced? On what basis should a physician prescribe drugs? How does the average doctor learn about new drugs?

TOPIC AREA CONSUMER HEALTH LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		III. Use clippings, tapes, pictures, and other samples of health advertising and discuss the techniques used, i.e, appeals to fear, pride, imitation, social approval, authority of endorser (doctor says, research says), promises of miracles, partial truth, etc.
IV. There are many types of health care and ways of financing such care. A. Types of health care 1. Hospitals 2. Nursing homes 3. Clinics 4. Health units B. Means of Financing 1. Private 2. Public	IV. Identifies forms of health care and services.	IV. Survey areas of a nearby parish or city to determine availability of comprehensive health care facilities. Plot on map. Are these facilities adequate for the needs of those residing in the area? IV. Visit a free clinic. Compare types of treatment and effectiveness in meeting the real needs of the community. IV. Look in newspapers and magazines for health insurance ads. Clip ads and bring them to class for classmates to read. Be ready to discuss "catches" in the fine print.

TOPIC AREA CONSUMER HEALTH - BIBLIOGRAPHY

Sources of Instructional Materials: General

Books:

Ensor, Phyllis, and Means, Richard K. Methods Handbook for Health Education. Atlantic City: Allyn and and Bacon, Inc., 1971.

*Editors of Consumer Reports. The Medicine Show. Mt. Vernon, New York: 1980.

Health Education International. Health Education Curriculum Guide. Medford: 1971.

Insel, Paul M., and Roth, Walton T. Core Concepts: Health in a Changing Society. Palo Alto: Mayfield Publishing Company, 1977.

Johns, Edward B., Barbara A. Cooley, and Wilfred C. Sutton. Health for Effective Living. New York: McGraw-Hill, Inc., 1975.

*Jones, Kenneth L., Louis W. Shainberg, and Curtis O. Byer. Consumer Health. San Francisco: Canfield Press, 1971.

McTaggart, Aubrey C., and McTaggart, Lorna M. The Health Care Dilemma. Boston: Holbrook Press, Inc., 1976.

Means, Richard K. Teaching Health Today. Portland: J. Weston Walch, 1973.

*Office of Consumer Affairs. Guide to Federal Consumer Services. Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 1971.

*Rash, Keogh J. Pathways to Health. Inquiry: Consumer Education, New York: Globe Book Co., Inc., 1975.

Read, Donald A., and Greene, Walter H. Creative Teaching in Health. New York: The McMillan Company, 1971.

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*Schaller, Warren E., and Carroll, Charles R. Health, Quackery and the Consumer. Philadelphia: W. B. Saunders Company, 1976

Stone, Donald B., Lawrence B. O'Reilly, and James D. Brown. Elementary School Education. Dubuque: William C. Brown Co., 1076.

*Specific Consumer Books.

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AGENCIES:

Pharmaceutical Manufacturers Association
1155 Fifteenth Street, N.W.
Washington, D.C. 20515

American Dental Association
Bureau of Dental Health Education
211 East Chicago Avenue
Chicago, IL 60611

Public Affairs Committee, Inc.
381 Park Avenue South
New York, NY 10016

American Medical Association
Bureau of Health Education
535 North Dearborn Street
Chicago, IL 60610

National Health Council
1740 Broadway
New York, NY 10019

U. S. Department of Health, Education,
and Welfare
Public Health Service
Food and Drug Administration
Office of Professional and Consumer Programs
5600 Fishers Lane
Rockville, MA 20852

Consumers Union of the United States, Inc.
256 Washington Street
Mount Vernon, NY 10550

American Osteopathic Association
212 East Ohio Street
Chicago, IL 60611

Federal Trade Commission
Bureau of Deceptive Practices
Washington, D.C. 20580

Post Office Department
Bureau of Chief Inspector
Washington, D.C. 20260

American Cancer Society
219 East 42nd Street
New York, NY 10017

Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009

Films, Filmstrips and Slides

Louisiana State Board of Health
Film Library
Post Office Box 630
New Orleans, LA

Public Health Service Film Catalog
Superintendent of Documents
United States Government Printing Office
Washington, D.C. 20402

Aetna Life Insurance Companies
Information and Education Department
151 Farmington Avenue
Hartford, CO 06115

American Film Center
Post Office Box 363
San Jose, CA

Bell Film Library
Public Relations Department
Bell Telephone Company of Pennsylvania
27 South 17th Street
Philadelphia, PA

Lederle Laboratories
Film Library
Division of American Cyanamid Co.
Pear River, New York 10965

McGraw-Hill Book Co., Inc.
Test-Film Department
330 West 42nd Street
New York, NY 10036

Food and Drug Administration
Office of Professional and Consumer Programs HFG-1
5600 Fishers Lane
Rockville, MA 20852
(New - "X-rays: Get the Picture on Protection")

Video Cassette of Color (free to lend) 19:20 min.
"Safe and Effective" (Consumer version)
U. S. Food and Drug Administration of DHEW
4298 Elysian Fields Avenue
New Orleans, LA 70122

Medical Motion Pictures and T.V.
535 North Dearborn Street
Chicago, IL 60610

DHEW/U. S. Food and Drug Adminstration
4298 Elysian Fields Avenue
New Orleans, LA 70122
(Free to lend - "What About Food Additives?")
Videotape of 4:45 min./color

(Free to lend - "Life American Style")
Videotape of 9:22 min./color

(Free to lend - "The Consumer Sting")
Videotape of 9:00 min./color

TOPIC AREA CONSUMER HEALTH - BIBLIOGRAPHY

Magazines and Other Publications:

Current Health
Family Health Magazine
Journal of School Health
Health News (New York State Department of Health)
American Journal of Public Health
Journal of Health, Physical Education, and Recreation
Consumer Reports
FDA Fact Sheet
FDA Mini-Lessons

ENVIRONMENTAL AND COMMUNITY HEALTH

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH LEVEL I - GRADE 2

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Ecology A. Major components of the environment 1. Land 2. Water 3. Air	I. Identifies three major components of his/her environment.	I. Tour school grounds and immediate neighborhood and name parts of the environment. I. List recreational activities carried out in each component of the environment.
II. Polution affects all parts of the environment A. Air pollution 1. Sources 2. Effects B. Water Pollution 1. Sources 2. Effects C. Land pollution 1. Sources 2. Effects D. Noise pollution 1. Sources 2. Effects	II. Lists parts of our environment that are frequently polluted.	II. Students are asked to draw pictures of pollution they see in their neighborhood. II. Sponsor a poster contest to promote an anti-litter oampaign.
III. Community helpers A. Residents B. Sanitation workers C. Policeman D. Dogcatcher E. Environmental "mascots"	III. Identifies community helpers who help keep the environment clean and neat.	III. Invite the school janitor to talk with students about keeping their school clean.

E. Environmental "mascots"

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH LEVEL I - GRADE 2

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		III. Pick up examples of refuse on the way to school.
		III. Have class discuss figures associated with keeping the environment clean (Johnny Horizon, Hootsy Owl, Ranger Rick, etc.).
IV. Landfill operators, maintenance and purpose A. Acceptable refuse B. Proper disposal technique	IV. Lists methods of disposing of community trash, rubbish, and garbage.	IV. Observe local landfill operator.
		IV. Trace a paper cup from first use to final disposal. A. Hand B. Trash can C. Dumpster D. Refuse truck E. Landfill
		IV. Build a litter tree in the classroom. Identify recyclable materials.
V. Recycling A. Purposes B. Values C. Materials 1. Aluminum 2. Paper 3. Glass	V. Identifies the value and purposes of recyclable materials	V. Visit a recycling center or collection depot.

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Ecological relationships A. Life cycles B. Food chain - aquatic 1. Energy from the sun 2. Small plant-like organisms (algae, diatoms) 3. Small crustacea (brink, shrimp, daphnia) 4. Larger crustacea and vertebrates (crawfish, fish, mammals) 5. Man	I. Diagrams a simple aquatic food chain.	I. Set up an aquarium or terrarium in the classroom and have students contribute living things to the ecosystem.
II. Pollution A. Air pollution 1. Sources a. Motor vehicles b. Industry c. Refuse disposal 2. Effects B. Water pollution/land pollution 1. Sources a. Industry b. Municipalities	II. Identifies sources of air pollution, water pollution, land pollution, and noise pollution.	II. Watch TV newscasts for local reports on air pollution levels in the area and report findings to class. II. Visit local industrial plant or landfill operation and observe signs of pollution control. II. Invite a representative from the local water treatment industrial facility and/or sewage plant to

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
c. Agriculture d. Navigational wastes (oil spills) 2. Effects a. Wildlife b. Recreation c. Human health 3. Individual water contaminants a. Herbicides b. Pesticides c. Oil spill C. Noise pollution 1. Sources a. Radio/TV/stereo b. Transportation 1) Motor vehicles 2) Airplanes 2. Effects on human health	The student:	discuss control of water pollution in the community. II. Invite a hearing specialist to discuss noise pollution and demonstrate acceptable and unacceptable decibel levels.
III. Agencies A. Public agencies 1. State Health Department 2. Natural Resources Department	III. Lists private and public agencies responsible for monitoring the quality of the environment.	III. Invite a representative from a public health agency to discuss monitoring process.

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
3. EPA - Environmental Protection Agency B. Private agencies 1. American lung Association 2. American Medical . Association C. Individual responsibility		III. Collect magazine illustrations of various forms of pollution and discuss each. III. Gather information on local purification procedures and discuss.

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TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Air pollution A. Sources 1. Motor vehicle 2. Industrial 3. Refuse disposal B. Effects 1. Property 2. Crops and livestock 3. Human health and diseases 4. Sunlight 5. Weather	I. States ways pollution affects his or her environment.	I. Contact city officials to determine what city or parish ordiances exist which help maintain the quality of the environment. I. Assign panel discussion on the effects of air, water, and land pollution. I. Individual research topics assigned covering radiation and noise pollution.
II. Water pollution/land pollution A. Sources 1. Industry 2. Community B. Effects 1. Human health 2. Recreation 3. Economy C. Individual water contaminants 1. Nitrogen and phosphorus compounds 2. Mine acids 3. Sediment and silt 4. Heated water		

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH

LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
III. Noise pollution A. Sources B. Effects of noise 1. Hearing impairments 2. Stress		
IV. Radiation A. Background radiation B. X-rays C. Nuclear energy		
V. Community action A. Community responsibility 1. Proper refuse disposal 2. Monitoring and enforcing agency regulations 3. Support for environmental legislation 4. Other B. Individual responsibility 1. Recycling 2. Car pooling 3. Use of degradeable pesticides 4. Thermostat controls 5. Others	V. Identifies individual and community responsibility for maintaining a healthy environment.	V. Competitions within class to list methods of reducing pollution (air, water, noise, soil) in your community. V. Take a field trip to a sewage treatment facility, industrial facility or water purification plant.

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH   LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Human population effects A. Resource consumption B. Population density	I. Describes relationship between population density and pollution.	I. Compare local parish population/pollution with another parish.
II. Air pollution A. Sources B. Effects of individual contaminants on human populations and property 1. Carbon monoxide 2. Ozone 3. Fluorocarbons		II. Observe the effect of individual contaminants on air, water, and land. II. Locate and list two sources of air pollution, water pollution, and land pollution in the community. II. Plan a field trip to a local industrial plant.
III. Water pollution A. Sources (individual contaminants) 1. Nitrogen compounds 2. Phosphorus compounds 3. Organic sewage 4. Heavy metals		
IV. Hazardous waste and land pollution A. Sources 1. Plastics 2. Pesticides/herbicides	IV. Identifies sources of hazardous waste.	IV. Locate and identify sources of hazardous waste in your community.

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
3. Medicine 4. Paints 5. Oil, gasoline, petroleum products 6. Metals 7. Leather 8. Textiles B. Control and disposal of hazardous waste 1. Legislative action 2. Responsible public agencies 3. Hazardous waste management a. Control at the source b. Incinerate the waste c. Dispose of waste in a secure landfill		IV. Have students monitor local, state, national and international news broadcasts for a week and list and discuss types of pollution that occurs.
V. Adverse health effects of pollution A. Chronic respiratory disease B. Liver and nervous system trauma	V. Identifies adverse health effects of pollution.	

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
C. Possible congenital defects D. Increased incidence of stress-related diseases E. Inner ear damage F. Increased infectious diseases G. Others	The student:	

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH

Teachers and school administrators should be aware of the many sources available to them on the local, regional, and state level. Publication and resource persons pertinent to the teaching content areas may be obtained by contacting and/or obtaining the appropriate resource.

Agency resources include but are not necessarily limited to:

I. Local Agencies

  A. School Library
  B. Parish and/or local libraries
  C. Parish Health Unit

II. State Agencies

  A. Louisiana State Department of Natural Resources
  B. Louisiana Department of Agriculture
  C. Louisiana Department of Wildlife and Fisheries

III. Federal Agencies

  A. Environmental Protection Agency
  B. U. S. Department of the Interior
  C. U. S. Department of Agriculture
  D. U. S. Department of Health and Welfare

Resource List:

Film: Ecology, 22 min., 16 mm. B and W
Relationships of people, plants, and animals to their environments. Order from: Academy Films, 478 North Seward St., Hollywood, California 91605.

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH

Sound Filmstrip Set: Ecology: Interaction Environments, Set of seven to study the interaction of living things with one another and with their environments. Order from: Scott Education Division, Holyoke, Mass. 01040.

Filmstrips and Record/Cassettes: Series of filmstrips identifying and describing current ecological-pollution problem from a biological viewpoint. Order from: Holt, Rinehart, and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Filmstrips: Man in the Biosphere. Introduction to human ecology plus teacher's guide (70W-4100). Order from: Ward's Natural Science Establishment, Post Office Box 1749, Monterey, California 93940.

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH

Elementary Books:

Engs, Ruth, and Wantz, Molly. Teaching Health Education in the Elementary School. Boston: Houghton Mifflin Company, 1978.

Masini, Giancarlo, S.O.S. Save Our Earth - An Ecological Message for Everyone. New York, New York: Grosset and Dunlap, Inc., 1972.

Agencies:

American Lung Association, 44 East Twenty-third Street, New York, New York 10019.

Conservation and Environmental Studies Center, Whitesboro, NJ 08252.

Environmental Education, Office of Priority Management, Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202.

Education Department, American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20015.

Group for Environmental Education, Inc., 1214 Arch St., Philadelphia, PA 19107.

Resource Agencies and Associations:

1. Sierra Club
2. Boy Scout Handbook
3. American Lung Association

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4. Corps of Engineers
5. Levee Board
6. U. S. Forest Service (Local forest ranger)
7. State Parks and Recreation Commission
8. Coast Guard
9. Environmental Protection Agency (EPA)
10. County Agricultural Extension Agent
11. Public Health Education Office
12. Soil and Water Conservation Service
13. Local Public Health Parish Office
14. Audubon Society

HINT: Ask your school or parish librarian to begin or expand a vertical file on environmental health. Newspapers and magazines are excellent resources for current articles about the environment.

FAMILY LIVING

TOPIC AREA FAMILY LIVING LEVEL I - GRADES (K-1) and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. The Family: Roles and Responsibilities A. Nature of the family 1. Size 2. Structure and composition 3. Type - two parents, one parent, step parents, mixed ethnic, etc. 4. Type of homes - apartment, trailer, house, etc. B. Function of the family 1. Satisfaction of physical and psychological needs 2. Security and stability important for good mental health 3. Guidance of individuals to adulthood	I. Describes a variety of family structures and types. (Grade K-1)	I. Use pictures (newspapers or current magazines) of Eskimos, African tribal families, American Indians, etc. Ask: Are there families who don't live in a house? Are there those who don't have stoves, windows, bathrooms, etc.? Can people be happy without some of these things? Stress that even in the poverty-stricken countries of of the world, there are families who show love toward one another.

TOPIC AREA FAMILY LIVING

LEVEL I - GRADES (K-1) and 3

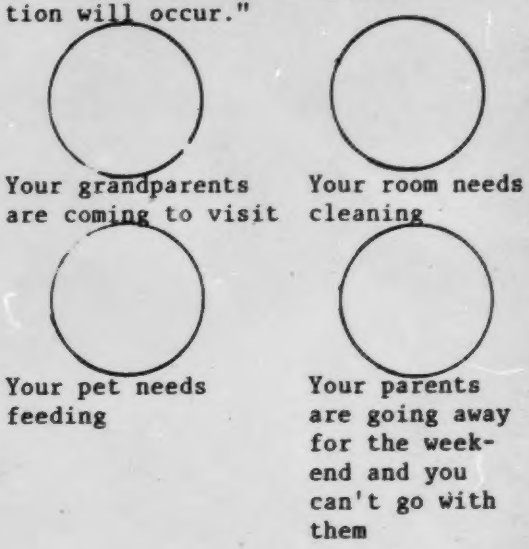
CONTENT OUTLINE	STUDENT OBJECTIVES	SUGGESTED ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
C. Roles and responsibilities of family members 1. Factors influencing family roles a. Types of families b. Geographic location c. Ethnic background d. Religious background e. Economic background 2. Roles of individual family members a. Assume responsibilities b. Cooperation in function of home c. Respect of others' rights d. Acceptance of differences e. Working together f. Using constructive ways to solve differences	The student: I. Identifies contributions and responsibilities of each family member. (Grade K-1)	I. Suggest things you can do alone and things with which you may need help. Mention also things parents can do alone or even with help. What rules have been made at home to make life easier, safer, more pleasant? I. Collect a series of large pictures or drawings depicting family scenes. Ask students to discuss what is occurring and what the members of the family in the pictures are thinking. I. Make a paper chain of different colored links. On each link name the various responsibilities that are needed to make a home run smoothly. What would happen if one of the links were to break?

TOPIC AREA FAMILY LIVING LEVEL I - GRADES (K-1) and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
3. Specific roles of a. Parents b. Children c. Others		I. Make a tree from pipe cleaners and secure it to a stand (clay, etc.). Bring in pictures of each family member (including pets, if they wish). On the back of the pictures or on a piece of paper hanging from each picture, complete the following phrase for each person they selected for their tree: "I feel good when my ____________________."
		I. Collect pictures and stories depicting things that families do together and problems a modern family might have. Make group displays.
D. Changing (female/male) roles in the family and society	I. Identify emerging male/female roles in family/society. (Grade 3)	I. Find magazine pictures that depict a family member performing a specific chore. Distribute a picture to each child and ask each one to search to find another family member doing the same work.

TOPIC AREA FAMILY LIVING LEVEL I - GRADES (K-1) and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
E. Family problems and conflect 1. Personal relations a. Discourtesy b. Sibling relation c. Choice of friends d. Failure to assume responsibilities 2. Family conflict a. Separation b. Divorce c. Death 3. Moving to new location 4. Illness 5. Alcoholism/drug addiction 6. Family violence	The student:	I. Ask the children to think about "how my family makes me feel." Prepare a work sheet as shown and give the following directions: "In each of the ovals, draw your face when a member of your family tells you the following situation will occur."


Your grandparents are coming to visit
Your room needs cleaning
Your pet needs feeding
Your parents are going away for the weekend and you can't go with them

TOPIC AREA FAMILY LIVING

LEVEL I - GRADES (K-1) and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	I. Have students develop a list of suggestions (1) for making new friends after a move, (2) for helping at home if one parent is missing, and (3) for making special adjustments if mother is working.

TOPIC AREA FAMILY LIVING LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
I. Physical characteristics determined by heredity A. Determinants of characteristics 1. Chromosomes 2. Genes B. Growth patterns and rates of development 1. Normal patterns of growth and development a. Early growers b. Late growers 2. Problems in growth and development	The student: I. Distinguishes between inherited and acquired characteristics.	I. Develop a family photograph album using photographs of class members as toddlers, first graders, and the like. I. Develop a chart showing typical growth patterns. Another idea for a display is to focus on inherited characteristics. I. Make individual family trees and record information for 3 or 4 generations if possible. Pick one characteristic, such as height, to record in addition to usual data - birth date, birthplace, and death date (if necessary). I. Show class several pictures depicting physical and behavioral traits. Ask class to identify inherited and non-inherited traits. I. Prepare a list of health problems (diseases, etc.) and ask class to distinguish between the inherited and non-inherited.

TOPIC AREA FAMILY LIVING LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
II. Puberty A. Physicial characteristics 1. Increased hormonal activity 2. Height, weight and body build 3. Voice 4. Body hair (beards, under arms) B. Emotional characteristics	II. Describes physical growth changes experienced by both females and males during puberty.	II. Collect pictures from magazines that depict growth pattern change of developing boys and girls and compare to students in your school. II. Invite a physician or school nurse to talk to students and answer any pre-submitted questions concerning changes that occur during puberty.
III. Child care and family planning A. Purposes of family planning 1. To further certain physical and socio-economic objectives a. Mother's health b. Baby's health c. Economics d. Career goals 2. To curb inherited diseases	III. Cites reasons for planning a family.	III. Brainstorm: The kind of parent I'd like to be. How big is the ideal family? (large vs. small) How you felt when you first got a new brother/sister. III. Make a chart showing how many members in each student's family. Find the average number. Ask students to find out how many members in their parents' families. Make a chart and compare.

TOPIC AREA FAMILY LIVING **LEVEL** II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
B. Care of the baby 1. Physical needs a. Feeding b. Bathing c. Changing clothes d. Safe environment e. Exercise f. Rest (sleep) 2. Emotional needs a. Love b. Security	III. Identifies specific physical and emotional needs of a baby.	III. Demonstration: Ask parents with small children to demonstrate to class basic child care: feeding, bathing, changing clothes, etc.
		III. Field trip: Arrange a trip for the class to a nearby nursery school! Allow children (5th and 6th graders) to help with feeding and other activities.
		III. Check with local Red Cross about baby-sitting packet.

TOPIC AREA FAMILY LIVING LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Developing gender identity and gender roles A. Factors influencing gender identity/roles 1. Parental or substitute role models (scripting) 2. Important adults 3. Religion 4. Media 5. School programs 6. Peers 7. Other social factors (books, etc.) B. Female roles 1. Traditional roles 2. Stereotypes 3. Emerging roles C. Male roles 1. Traditional roles 2. Stereotypes 3. Emerging roles	I. Lists factors influencing gender identity and roles.	I. Tape newsprint around the room - one sheet for each of the factors influencing gender identity or role: important adults, media, school, books, etc. Students are asked to list things they are aware of, that they have noted as influences from each source. Discuss their lists. I. The teacher will present a long list of characteristics that are associated with men and women (boys and girls): strong, cook, leader, shy, outgoing, artistic, and many others. The characteristics may include some for adults and for teenagers. The individual student will be able to categorize which of the characteristics are biologically determined and those which are culturally learned.

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TOPIC AREA FAMILY LIVING

LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		I. Brainstorm: Advantages of being male/female Disadvantages of being male/female Concerning the women's rights movement, ask each student to collect a series of examples from the newspapers and magazines which demonstrate the effect of this movement on American society today.
D. Changing roles of family and family members 1. Factors affecting family roles/patterns (lifestyles) a. Industrialization b. Urban development c. Mobility d. Other economic, cultural, and social influence		I. Voting Opinions: Call out the following and other similar activities and ask each student to vote (for - raised hand; against - thumbs down) on each. Discuss reasons for their opinions. 1. Only males should mow lawn. 2. Mother works only if family needs money. 3. House work should be done by women. 4. It's as important for boys to learn to cook as girls. 5. Women are better managers of family finances.

TOPIC AREA FAMILY LIVING LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		6. Both parents should discipline children. 7. Man is head of household. 8. Only women should cook.
E. Role of family in transmission of cultural/ethnic heritage 1. Customs 2. Language 3. Beliefs 4. Values		I. Professional Roles: Below are listed various career opportunities. Your task is to rate each career as to how favorable you feel about it as a career for you. (This does not apply to your ability to function in this career, but is only to get in touch as to how it appeals to you.) Use the following rating: 1 = would consider 2 = uncertain 3 = would not consider Nurse Hairdresser Plumber Jockey Secretary Elementary school teacher Cashier College professor Telephone operator Electrician Bartender

TOPIC AREA FAMILY LIVING LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	Bank teller Truck driver Department store salesclerk Disc jockey Doctor Professional tennis player Dentist Nursery school teacher Dental hygienist Writer Airplane pilot Dancer Veterinarian Lawyer Taxi driver
II. Influence of endocrine glands and hormones on development and functions A. The glands 1. Pituitary 2. Thyroid and parathyroids 3. Pancreas 4. Adrenal 5. Gonads (ovaries and testes)	II. Describes the influence of endocrine glands on body function and development.	II. Divide class into six groups; assign each group a gland to research. The group will describe: (1) the work of that gland including hormones produced; (2) the effect it has on developmental changes and continued maintenance.

TOPIC AREA FAMILY LIVING LEVEL III - GRADE 8

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		By use of charts, models and/or pictures, the teacher can provide a presentation on areas not covered by panel above.
B. The hormones affect physicail growth and development 1. The growth spurt (pubescence) 2. Visible body changes (secondary sex characteristics) C. Effect of hormones on emotions, behavior		II. On a card each student is to list three physical and three emotional changes that happen during puberty - drawing from their personal experiences. Collect cards and list responses on chalk board or newsprint. Then the group identifies responses that pertain only to male and those that pertain only to female and those that pertain to both.
		II. Discuss puberty: Age of beginning. How do you know when it's over? Everyone goes through it - at different ages and rates. Sensitivity people feel about their bodies yet all have similarities and differences.

TOPIC AREA FAMILY LIVING LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Family health and interpersonal relationships in male/female roles A. How roles develop 1. Childhood 2. Adolescence 3. Adulthood 4. Emerging trends in male/female roles B. Effects of changes in traditional roles 1. Ambiguity of expression 2. Identity concerns 3. Conflicts in relationships 4. Power shifts 5. Adjustments in attitudes and behavior	I. Interprets the concept of sexual identity and its significance in heterosexual relationships.	I. Ask the class to separate into small groups (not less than three and no more than five to a group). Give each group a large piece of newsprint, and ask each group to make a chart with three columns headed Feminine, Masculine, and Human, respectively. Read aloud items from the activity and adjectives on the list on the next page. Ask each group to decide by vote which column to write the item in. While the group will decide most items quickly, you may wish to take note of the items which create intense discussion. (Teacher may select a number of items according to the time available.)
		I. Introduce the lyrics of "A Boy Named Sue." This ballad presents dilemmas imposed by masculine stereotypes. (The rendition by Johnny Cash is recommended.)

TOPIC AREA FAMILY LIVING LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
C. Forces behind changes in male/female roles 1. Subcultures a. Women's liberation movement b. Human rights groups		After the group has listened to the record, use questions such as the ones listed below to stimulate discussion: 1. Are boys "tracked" into violence and aggression, or is it really more "natural" for them to be that way? 2. Is it harder on a boy to be a "sissy" than it is on a girl to be a "tomboy"? 3. Is it easier for a girl to have a so-called boy's name than it is for a boy to have a so-called girl's name? Why? I. Introduce the lyrics of "I Am Woman" by Helen Reddy. What statements are made regarding sex roles? Discuss these statements. NOTE: There are many past and current songs available that illustrate sex role stereotypes in our society.

TOPIC AREA FAMILY LIVING

LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		I. Divide into three groups, one representing friend, one parent, and one society. Ask the question, "How are you taught your sex roles by society, friends, and parents from infancy to the age you are now?" Each group brainstorms and spokesperson tells the results of the group discussion to the entire class.
		I. Have students collect a series of examples from the newspaper and magazines which demonstrate the effect of the women's rights movement on American society today.
II. Dating and Courtship A. Modern concept of dating 1. Definition/purpose 2. Responsibilities involved 3. Appropriate behavior a. Group dating b. Double dating c. Couple dating d. Effects of various behavior on both	II. Identifies the significance of boy/girl relationships and the qualities boys and girls seek in each other.	II. Break into small single sex groups (four to five girls or four to five boys). Have the females list qualities that they would look for in a dating partner and qualities that they think boys would look for in a female dating partner. Have the boys compile comparable lists. Have a spokesperson from each group present the lists for comparison.

TOPIC AREA FAMILY LIVING LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
4. How to choose and arrange a date 5. Dating courtesies 6. Problems related to dating B. Going Steady 1. Purpose 2. Advantages and disadvantages 3. Parental attitudes and reactions 4. Setting limits in boy/girl relationships (developing and adhering to valid standards of conduct) a. Shared responsibility b. Mutual respect C. Courtship: purposes of and opportunities and responsibilities in courtship		II. Present a student/parent panel discussion of practices on dating and non-dating behavior. II. Debate/discussion: One panel contains females and the other panel contains males. Boys present what girls' responsibilities should be on a date and girls will have opportunity to react and discuss boys' recommendations. Girls present what boys' responsibilities should be on a date and boys will have the opportunity to react and discuss girls' recommendations. II. Ask the boys to develop a code of dating behavior appropriate for their age level and have the girls do the same. II. Role play a parent trying to convince a son or daughter that he/she is too young to date.

TOPIC AREA FAMILY LIVING LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		II. Brainstorm the pressures that are present in experiences that boys and girls choose to accept in order to gain social acceptability (steady dating; dating behavior).
		II. Have the students and parents share a panel and discuss the topic "dating behavior."
III. Preparation for Marriage A. Role of the family in society 1. Typical families in our society 2. Alternative family life styles 3. Function of family 4. Roles of adult family members a. Wife/mother b. Husband/father B. Engagement 1. Definition/purposes 2. Opportunities and responsibilities 3. Desirable length of engagement period		III. Divide into groups. Each group should list the reasons why there exists a lack of continuity between generations caused by: (a) family members living apart, (b) fathers working away from home, (c) families which move frequently, (d) nursemaids in home, (e) baby-sitters and nursery schools, and (f) single parent family. III. Contrast the American family structure (nuclear or extended) with the structure in a Kibbutz in a group discussion.

TOPIC AREA FAMILY LIVING LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES

CONTENT OUTLINE

- 4. Areas to consider
  - a. Finances
  - b. Careers and professional goals
  - c. Mutual responsibilities in marriage
  - d. Pre-marital relations
  - e. Children
  - f. In-laws
- C. Selecting a marriage partner
  - 1. Major factors
    - a. Hereditary characteristics
    - b. Strength of commitment
    - c. Identifying realistic expectations
  - 2. Desirable qualities
  - 3. Age and maturity
- D. Marriage Laws
- E. Premarital medical examinations
  - 1. Personal health history
  - 2. Family health history
  - 3. General physical exam

ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES

Ask the students to research and report on the significance of the Oriental point of view on ancestors, death of the aged, etc.

III. Ask each student to interview four married couples (two married less than five years, two married more than twenty years). Ask if their engagement was long or short (short engagement is less than six months, long engagement is more than six months).

Ask the following questions:
1. What did you expect before you entered into the marriage?
2. Were your expectations confirmed or refuted?
3. What were the reasons for your long or short engagement?

III. Ask the girls to write definitions of love and infatuation (anonymously). Ask boys to write definitions of love and infatuation (anonymously). Compare the lists to determine any appreciable similarities or differences.

TOPIC AREA FAMILY LIVING LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
4. Pap smear and breast examination for women F. Premarital counseling 1. Marital adjustments 2. Family planning	The student:	III. Analyze marriage laws in our state and give the justification for these laws. How do they affect each member of the family? (May get assistance from local judge or lawyer.)
G. Adjusting in marriage 1. Individual and mutual needs of husband/wife	III. Identifies common problems shared by married couples.	III. Debate the topic, "People fail, not marriages."
2. Marriage contracts 3. Major adjustments a. Personality b. Economics c. Sexual d. Religion e. Social/cultural 4. Potential sources of conflict a. Money b. Changing roles c. Acceptinng responsibilities d. Two-career families e. Children f. In-laws 5. Family crisis a. Type/causes		III. List and discuss in small groups problems to be considered prior to marriage. Each group will represent a different topic considering such things as religion, budgeting, politics, social affiliations, marriage contracts, children, education of children, and others. Develop a rationale as to why these topics could present problems. Offer feasible compromises.

TOPIC AREA FAMILY LIVING LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
1) Serious illness and accidents 2) Financial 3) Marital conflict 4) Death of child 5) Others 6. Social problems relating to marriage a. Common types 1) Unhappy homes 2) One-parent family (death, desertion, divorce, etc.) b. Effects of such problems c. Parenting and solving problems IV. Alternative Life Styles A. The single life B. Other alternatives 1. Cohabitation 2. Common law marriage 3. Trial marriage	The student: III. Identifies sources of help in solving the problems met by married couples.	III. Ask students to compile a list and develop a brochure on family crisis centers and their services within the community. III. Invite the following speakers to talk to the class: 1. A marriage counselor to discuss with the class some case studies on marriage. 2. A nurse from family planning.

TOPIC AREA FAMILY LIVING

LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
V. Family Planning A. Factors involved in decision about when to have a child 1. Maturity of parents 2. Economic status 3. Conflict with other goals 4. Health/heredity (genetic-linked diseases) 5. Age B. Major categories of birth control methods 1. Abstinence 2. Sterilization/methods a. Women b. Men 3. Contraceptions a. By prescription b. Without prescription VI. Pregnancy and Childbirth A. Prenatal development B. Modern medical care procedures 1. Fetal monitoring 2. Genetic screening 3. Others		

TOPIC AREA FAMILY LIVING LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
C. Stages of delivery D. Types of delivery 1. Natural 2. Caesarean section 3. Midwifery E. Spontaneous and Therapeutic Termination of Pregnancies		
VII. Parenting A. What is parenting? 1. Safety, nutrition and health 2. Sensorimotor development 3. Language development 4. Intellectual growth 5. Social and emotional development 6. Discipline B. Contemporary issues and problems		VII. Have students carry an egg (symbolizing an infant) around school, home and town. They must dress, feed and care for the "infant" for at least one day. If the egg should break, look into funeral arrangements, etc. Have students explain to parents what their project responsibilities are.

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NUTRITION

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TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Foods A. Food identification by sight 1. Fruits a. Bananas b. Oranges c. Apples 2. Vegetables a. Potatoes b. Beans	I. Identifies by sight various foods as fruits and vegetables. (Grade 1)	I. Provide a table array of several fruits (bananas, apples, oranges) and vegetables (potatoes, beans -- may use Food Models, Food Pictures); the students will indicate their skill in food discrimination by grouping the fruits (all oranges together, etc.). Students will name the fruits and vegetables and identify the color of each.
		I. Make a fruit salad and eat it. Identify fruits by name and color. Stress washing hands before eating.
		I. Cut pictures of food from magazines (or use Dairy Council Food Models). Attach paper clip on each Food Model and spread models on floor or table. Attach a string to a pole and tie a magnet to the end of the string. Have each student "fish" for a food model. If the student gives the correct name for the "catch," the student keeps it. Repeat until all "fish" are caught and identified.

TOPIC AREA NUTRITION

LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		I. Have students identify from a set of foods the food that does not have the same attributes as the other foods in the set. (Fruit group: orange, banana, potato, pear)
B. Food identification by sight and/or smell and taste 1. Onions 2. Selected fruits a. Salty b. Sour c. Bitter d. Sweet		I. Have students taste and identify unfamiliar foods.
		I. Blindfold a student and allow him/her to smell a "strong" (onion) and "mild" (apple) odored food. Students should identify food by smell.
		I. Discuss with students what they use to smell. Ask students if a whole onion or apple smells different from a cut onion or apple.
		I. Read Green Eggs and Ham by Dr. Seuss. Discuss the importance of tasting foods, especially unfamiliar foods. Cook and serve the children eggs colored with green food coloring. Stress safety in cooking and washing hands before eating.

TOPIC AREA NUTRITION

LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	I. For a "2-Bite-Club." To earn a badge or star on class chart, student must eat 2 bites of every food on his plate at lunch. After lunch, list foods on board and discuss with students how the food tasted.
		I. Have a "tasting party." Check with Food Service Manager about availability of foods for Nutrition Activity. Invite manager to discuss foods provided (commodity products when available, i.e., canned fruits). As students taste fruits, ask, Is it sweet? Sour? Salty? Bitter? Does it taste good?
C. Food identification by sight, touch, and/or sound 1. Touch a. Smooth b. Fuzzy c. Rough		I. Use a "Feel Box " to allow students to identify foods by touch (apple, orange, potato). "Feel Box" can be constructed from coffee can with sack to cover top, or shoe box: cut toe from sock cover can with "toe" end of sock

TOPIC AREA NUTRITION

LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		I. Group foods according to the way they feel (i.e., smooth, fuzzy, rough).
		I. Have students describe a variety of foods by using color, size, shape, texture, sound, smell and taste words. (Grade 1)
2. Sound a. Popping b. Cracking		I. Show pictures of food and have students give a "thumbs up" sign if it's "noisy" when eaten, or a "thumbs down" sign if it's quiet when eaten. Foods could be eaten if available.
		I. Use a tape recording of sounds which include certain foods being eaten or cooked. Students will identify the founds by sound--i.e., bacon frying; popcorn popping; cereal when milk is added; other sounds such as car starting; dog barking; child crying.
		I. Pop popcorn in class. Serve to children. Discuss the sounds heard during popping and eating.

TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
D. Identification of types (forms) of food 1. Fresh 2. Frozen 3. Canned 4. Dried		I. Show pictures and discuss foods that can be bought in different forms. (Magazine or Dairy Council food models) I. Prepare and taste fruit or vegetable that is fresh, frozen, canned, or dried (i.e., apple/applesauce; grape/raisin; tomato/catsup).
E. Origin of food 1. Plant sources of food a. Roots b. Leaves c. Stems d. Fruits e. Seeds		I. Display poster with vegetables that are roots, stems, leaves, flowers, seeds and fruits. Have students point to the vegetables that are roots, stems, leaves, flowers, etc. (Dairy Council Poster ...Versatile Vegetables. See how they grow.) I. Show pictures of lettuce, celery, apples, carrots, and peas. Have students put pictures under correct column for roots, leaves, stems, etc. I. Tasting party of foods from different parts of the plant. I. Give each student a picture of a fruit or vegetable. Have those

TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		students with "roots" to group together, "stems" together, etc. Have students make picture collages and label them "ROOTS," "STEMS," etc. Hang collages.
2. Animal sources of food a. Meat b. Milk c. Produce e. Eggs		I. Worksheet. Match food products to the animal source.
		I. Make a chart with a "food corral" for a cow, pig, and chicken. Distribute food pictures of animal products. Each student will "corral" his food product with the correct animal.
		I. List school menu on board. Ask students which foods from lunch are from animals and which are from plants.
F. Nonfoods vs. Foods	I. Classifies items as foods or nonfoods. (Grade 1)	I. Worksheet. Circle foods and put an "X" through nonfoods (rock, toy, etc.).
G. Food Groups 1. Bread/cereal 2. Fruits/Vegetables 3. Meat 4. Milk	I. Identifies four food groups. (Grade 1)	I. Show charts representing each of the Basic Food Groups and have students name each food group.
	I. Classifies foods according to four food groups. (Grade 3)	

TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		I. Filmstrip: NUTRITION FOR CHILDREN: THE NUTRIENT EXPRESS. Available from FNS Library; Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804.
		I. Make "Basic Four Wheel."
		I. Have students paste foods in each section according to the food group. Label each food group.
		I. Use four 1/2 gallon milk cartons to make a "Basic Four Food Train." Have students place pictures of food into the correct train car.
		I. Filmstrips: NUTRITION FOR CHILDREN: THE NUTRIENT EXPRESS, and WINNIE THE POOH, NUTRITION AND YOU: BALANCED DIET. Available from FNS Library. See address listed above.
H. "Other" food group -- foods not included in the Four Food Groups		I. Give students pictures of all types of foods. Group pictures of foods (i.e., candy, butter,

TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
1. Candy 2. Chips 3. Jellies 4. Jam		condiments, jams, and jelly, chips, cakes, cookies, pies, popsicles, carbonated beverages) not belonging to any of the Four Food Groups into the "Other" Food Group category.
I. Balanced meal -- a meal with one food from each of the Four Food Groups	I. Identifies foods that comprise a balanced meal as a meal with one food from each of the Four Food Groups. (Grade 3)	I. Film: WHAT'S GOOD TO EAT? Free loan from FNS Library. (See address listed on page 101.) I. Worksheet. Circle plates with balanced meals. Cut and paste pictures on paper plate depicting a balanced meal. I. Put lunch menu on board. Determine if meal is balanced. I. Plan a balanced meal. Talk with food service manager about serving meal planned by class.
J. Balanced diet - includes the following servings per day from each of the Four Food Groups:		I. Show the class charts, pictures, or food models of two diets. Students will select the diet that is balanced.

TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
1. Bread/Cereal - four servings 2. Fruits/Vegetables - four servings 3. Milk - three servings 4. Meal - two servings		I. Keep a record of foods eaten at breakfast, lunch, dinner, and snacks for one day. Divide the class in groups and analyze food records to determine if the diet is balanced.
		I. Filmstrip: NUTRITION FOR CHILDREN: GEORGE GORGE AND NICKY PERSNICK -- free loan - FNS Library. (See address at page 101.)
K. Factors influencing food choices 1. Attitudes 2. Appearance/taste of food 3. Age of individual 4. Advertising 5. Labeling		I. Discuss with class "WHY DO YOU EAT THE FOODS THAT YOU EAT?" List factors on board (looks good, smells good, tastes good, etc.).
		I. Discuss information given on various food labels.
		I. Bring labels from home from jars, cans, packages, or containers of two different food products. List the following information from the labels: brand name; food name; net weight; ingredients in order given on label.

TOPIC AREA NUTRITION

LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		I. List "favorite" foods and discuss individual preferences. Ask students: What do you like about your favorite food? How does it taste? With what meal or snack do you have your favorite food?
		I. How the foods eaten by an infant, first grader, parent, grandparent differ.
		I. How Saturday morning commercials influence diet selection.
		I. Film: SOOPERGOOP (reveals how children are influenced by advertising). Free loan - FNS Library. (See address on page 101.)
		I. Discuss with students that the ingredient listed first on the label is the ingredient present in the greatest amount.
		I. List all food labels with sugar as the first ingredient.

TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
L. Breakfast	I. Explains why eating breakfast improves school performance. (Grades K-1)	I. Fimstrip: NUTRITION FOR CHILDREN: BREAK THE FAST -- free loan - FNS Library. (See address on page 101.)
		I. Ask students how many have ever skipped breakfast. Discuss. How did you feel in school? (Tired, grumpy, sleepy) Discuss how students feel when they eat breakfast. Contrast.
M. Nutritious snacks	I. Selects and distinguishes between nutritious and non-nutritious snacks. (Grades K-1)	I. Shown pictures of nutritious snacks and non-nutritious snacks, the student selects pictures of nutritious snacks. Tasting party of nutritious snacks (i.e., raw fruits or vegetables, peanut and raisin mix).
		I. Filmstrip: THE SNACKING MOUSE - FNS Library. (See address on page 101.)

TOPIC AREA NUTRITION

LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
II. Nutrients A. Six classes of nutrients 1. Carbohydrate 2. Fat 3. Protein 4. Minerals 5. Vitamins 6. Water		II. Introduce the definition for nutrient. II. List the six classes of nutrients on the board. Make a mobile identifying the six classes of nutrients. II. Film: FOOD AND GROWTH - FNS Library - free loan. (See address on page 101.)

TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
B. Sources of nutrients 1. Carbohydrates a. Sugars b. Starches c. Bread d. Potatoes e. Rice f. Cereal 2. Fats a. Visible fat 1) Butter 2) Meat b. Invisible fat 1) Milk 2) Meat 3. Proteins a. Complete protein (meats) b. Incomplete protein (legumes) 4. Minerals a. Calcium (milk) b. Iron 1) Meat 2) Dark green leafy vegetables 5. Vitamins a. Fruits b. Vegetables		II. Discuss the sources of nutrients. Make student booklet and classroom bulletin board on "Sources of Nutrients."

TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
6. Water a. Fruit juices b. Milk c. Fruits d. Vegetables e. Meat	The student:	
C. Functions of nutrients 1. Nutrients are needed to live 2. Nutrients are needed to grow.	II. States the four general functions of nutrients. (Grade 3)	II. Discuss the differences between living things (grow and move) and non-living things (do not grow and do not move).
		II. Discuss with class that people need food (the nutrients in food) to live.
		II. Discuss with class that the nutrient protein is needed for muscle growth.
		II. Discuss with class that the mineral calcium is a nutrient needed for growth of bones and teeth.
		II. Cover a clean chicken bone with vinegar and leave it for several days. Observe that the bone will then bend easily. Discuss what would happen to your bones if you did not eat foods containing calcium. List good food sources of calcium.

TOPIC AREA NUTRITION

LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		II. Film: FOOD AND GROWTH - FNS Library - free loan. (See address on page 101.)
3. Nutrients are needed to go		II. Discuss the definition for energy. (See glossary of terms.)
		II. Use the analogy of fuel to make a car run and food (nutrients: carbohydrate, protein, fat) to make people go. Discuss with class.
		Try various ways of moving - skipping, hopping, wiggling, jumping. Ask students if they need energy to do these things. List nutrients which give us energy. Discuss with class the nutrients (vitamins, minerals and water) which do not give us energy.
		II. List food sources of nutrients which give us energy.
4. Nutrients are needed to "glow"		II. Discuss the "outward" signs of eating properly (healthy-looking skin, hair, teeth, eyes, etc.).

TOPIC AREA NUTRITION LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		II. Culmination activity: Write a skit and/or song with "grow-go-glow" theme. Present to class, school or PTA.
D. Individual nutrient needs--need for carbohydrates, fats, and proteins (energy sources) vary 1. Active vs. less active person 2. Young vs. older person 3. Large vs. small person	II. Identifies situations in which more energy is needed. (Grade 3)	II. Discuss with class that the amount of energy your body needs depends on how active you are. II. Contrast the energy needs of a large person (football player) vs. small person (infant).
III. Food Choices and Health A. Dental health	III. Identifies snacks that increase the risk of dental caries. (Grade 3)	III. Film: THE MUNCHERS, A FABLE - FNS Library. (See address on page 101.) III. Worksheet. List snacks high and low in sugar content. III. Invite dentist to visit class and discuss importance of eating the right foods in maintaining food teeth.

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TOPIC AREA NUTRITION

LEVEL I - GRADES 1 and 3

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
B. Child Nutrition Programs		III. List school lunch menu for the day. Identify food group each food item goes in.
		III. Have students select foods from the school lunch menu that contain items from each of the food groups.
		III. Invite cafeteria manager to discuss how meals are planned to include foods from each of the Four Food Groups.
		III. Discuss how snacks high in sugar content increase the risk of dental caries.

TOPIC AREA NUTRITION LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Foods A. Food Groups 1. Bread/Cereal - includes bread, cereal, pasta products 2. Fruit/Vegetables - includes apples, oranges, peaches, bananas, squash, beans, peas, broccoli, cabbage, carrots 3. Meat - includes beef, pork, fish, eggs, poultry, legumes, nuts 4. Milk - includes milk and milk products	I. Categorizes foods from each of the Four Food Groups and the "Other" Food Group.	I. Make posters, collages, and pictures categorizing foods from each of the Four Food Groups and the "Other" Food Group. I. "Basic Four Food Game." Teams draw food cards and identify food group to which each food belongs. Points are awarded for correct placement of food. I. Shown a variety of unbalanced menus (school lunch, "fast food," etc.), student will name the food group which is missing. The student will name specific foods to add to the menus so that all Four Food Groups are represented. I. Film: WHAT'S GOOD TO EAT (available from Food and Nutrition Services Library; Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804).

TOPIC AREA NUTRITION

LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
5. "Other Foods" - Empty calorie foods		I. Have students identify a variety of "empty" calorie foods (foods which provide calories but little or no nutritive value). I. Discuss bar graphs comparing nutrient content of "empty" calorie foods and foods from the Basic Four Food Groups. Use Comparison Cards available from Food and Nutrition Dairy Council, Inc., 1121 N. Causeway Boulevard, Metairie, Louisiana 70001.
B. Balanced meal 1. Breakfast 2. Lunch 3. Dinner		I. Discuss definition for balanced breakfast. I. Show two plates, one with a balanced breakfast and one with an unbalanced breakfast. Have students circle the balanced breakfast and draw the missing food component to make the unbalanced breakfast a balanced breakfast.

TOPIC AREA NUTRITION LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		I. Plan a balanced breakfast. Plan a balanced meal and talk with Food Service Manager about having your class's menu served for lunch.
		I. List and discuss dinner menus from previous night. Evaluate to determine if menus were balanced.
C. Balanced diet 1. Bread/Cereal - four servings 2. Fruit/Vegetables - four servings 3. Meat - two servings 4. Milk - three servings		I. Discuss definition for balanced diet. Show two daily menus, one balanced and one unbalanced. Have students identify the balanced diet. Make corrections in the unbalanced diet to make it balanced.
		I. Maintain individual dietary record for one day. Evaluate dietary record to determine if balanced diet was eaten. Make suggestions for dietary adjustment (if needed) to balance diet. Discuss with class.
D. Snacks 1. Nutritious snacks from the four food groups	I. Categorizes a variety of nutritious and nonnutritious snacks.	I. Discuss definitions for nutritious and nonnutritious snacks.

TOPIC AREA NUTRITION LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
2. Nonnutritious snacks from the "Other" food group		I. List students' favorite snacks. Categorize snacks as nutritious or nonnutritious.
		I. Bulletin board--students write and illustrate riddles on favorite nutritious snacks.
		I. Visit the vending machines and chart nutritious and nonnutritious snacks. Make suggestions for eliminating nonnutritious snacks and replacing these with nutritious snacks.
		I. Coordinate with cafeteria manager a nutritious snack-tasting party.
II. Nutrients A. Six classes of nutrients 1. Carbohydrates 2. Fats 3. Protein 4. Mineral 5. Vitamin 6. Water	II. Identifies by name the six essential nutrients.	II. Discuss the six classes of nutrients.

TOPIC AREA NUTRITION LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
B. Sources of nutrients 1. Carbohydrates a. Sugars and starches 1) Bread 2) Potatoes 3) Rice 4) Cereal 2. Fats a. Visible fat 1) Butter 2) Meat b. Invisible fat 1) Milk 2) Meat 3. Proteins a. Complete proteins (meats) b. Incomplete proteins (legumes) 4. Minerals a. Calcium (milk) b. Iron (meat, dark green leafy vegetables) 5. Vitamins a. Fruits b. Vegetables		II. Discuss that nutrients are furnished by foods. II. Make posters that show the main sources of each nutrient. II. Read labels of food products and discuss or chart the foods containing major portions of each nutrient. II. Conduct analysis of food products to identify the presence of nutrients. II. Carbohydrate - Starch (complex carbohydrate). Put a drop of iodine solution on food to be tested. If drop turns reddish-brown to blue-black, starch is present. (Test potato, cracker.) II. Fat - Rub a food on a piece of brown or white paper. Let the paper dry, then hold the paper up to the light. If a greasy spot remains on the paper, fat is present. (Test peanut.)

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TOPIC AREA NUTRITION

LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	II. Protein - Burn a food on aluminum foil. Notice the smell the burning food produces. If protein is present, the burning food will smell like burning hair, wool, or chicken feathers. (All contain protein. Test meat.) II. Minerals - Burn the food well on aluminum foil over a flame. Minerals do not burn. If a grey ash remains, minerals are present. (Test milk.) II. Vitamin C - Mix two cups of water with two tablespoons cornstarch. Boil the mixture three minutes and cool. Take slices from a variety of fruits. Place each fruit slice in a waterproof cup. Add one drop of iodine to one teaspoon of the water-cornstarch mixture. Place this mixture on the fruit. If the iodine-cornstarch-water mixture turns clear, Vitamin C is present. (Test orange.)

TOPIC AREA NUTRITION LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
C. Functions of nutrients 1. Carbohydrates, fats, proteins - energy 2. Protein - growth and repair of body tissues 3. Vitamins - help other nutrients work 4. Minerals - body builders 5. Water - transports other nutrients in the body	II. Differentiates between nutrients that supply energy and those that do not.	II. Discuss general function of each nutrient. II. Discuss the nutrients (vitamins, minerals, water) that do NOT furnish energy.
D. Individual nutrient needs 1. Need for carbohydrates fats, and proteins (energy sources) vary a. Active vs. less active person b. Young vs. older person c. Large vs. small person	II. Identifies ways in which age and activity can influence a person's energy needs.	II. Compare the energy needs of the following: long-distance runner; chess player; senior citizen; teenage boy; infant. Discuss how individual nutrient needs vary. Discuss how energy needs are influenced by activity and age. II. Film: FOOD AND GROWTH - free loan - FNS Library.
E. How the body processes food (nutrients) 1. Digestion -- organs of digestion and their function		II. Discuss process of digestion. The diagram (transparency, chart) to point out organs of digestive systen and the function of each.

TOPIC AREA NUTRITION

LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		II. Make model of digestive system. Label each organ and describe its role in digestive process.
III. Diet and Health A. Long-term health		III. Discuss the effects of consuming a balanced diet on health (short-term and long-term).
B. Mental/Intellectual		III. Discuss the effects of consuming a balanced diet on school performance (mental).
IV. Diet and the Consumer A. Advertising--commercial ads influence food choices		IV. Discuss definition of advertising.
		IV. Discuss with students how advertising stimulates their desire for a product.
		IV. Bring food ads from a magazine or newspaper to class. Post ads on bulletin board. Ask students how each ad entices or appeals to buyers. Ask students to identify misleading information.

TOPIC AREA NUTRITION LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		IV. Report to class on Saturday morning TV cartoons and identify appeals used to influence people to buy a product.
		IV. Film: SOOPERGOOP - Free loan - FNS Library.
		IV. Write and produce a skit for younger students on the power of advertising.
B. Labels 1. Ingredients 2. Amount/weight 3. Manufacturer, etc. 4. USRDA's	IV. Reads a label and selects foods which help to prevent dental caries.	IV. Bring food labels of "favorite" snack foods from home (label only). List ingredients in order of appearance on label. Identify those snack foods which have sugar listed as the first or second ingredient. Identify those snack foods which DO NOT have sugar listed as the first or second ingredient, Discuss with students those products which would promote dental caries. Discuss with student those products which would help prevent dental caries.

TOPIC AREA NUTRITION LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Foods A. Food groups 1. Bread/Cereal 2. Fruit/Vegetables 3. Meat 4. Milk 5. "Other" 6. Combination Foods B. Balanced Diet - Adolescents (3-2-4-4) 1. Milk group - 3 servings 2. Meat group - 2 servings 3. Vegetables and Fruit - 4 servings 4. Bread and Cereal - 4 servings	I. Plans a balanced diet that meets the nutritional and calorie needs of most adolescents. (3-2-4-4 Diet Plan)	I. Discuss the definition for a balanced diet. Discuss the fact that a balanced diet meets the nutritional and calorie needs of most people. I. View film on Four Food Groups and the importance of eating a balanced diet for good health. I. Film: WHAT'S GOOD TO EAT - FNS Library. Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804. I. Instructional Television (ITV): "Soup-to-Nuts" - ITV Series - Lesson 3. Broadcast over educational TV or 3/4" videotapes available from FNS Library. (See address listed above.) I. Keep daily dietary record. Classify foods eaten into Four Food Groups to determine if daily diet is balanced. Identify food

TOPIC AREA NUTRITION

LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		groups where consumption was below the recommended number of servings. Make adjustments necessary to balance diet.
		I. Make collage titled, "You Are What You Eat." Select pictures for collage based upon weekly dietary record. Contrast collages. Class discussion.
B. Diet selection 1. Teenager's diet a. Foods frequently eaten b. Foods less frequently eaten c. Variations in caloric intake d. Excesses/deficiencies in nutrient content e. Skipping meals f. Breakfast g. Snacks h. Vegetarian diet i. Vending machines j. Fast foods	I. Identifies factors responsible for vitamin and mineral deficiencies in a teenager's diet.	I. Discuss factors such as eating vegetables and fruits infrequently; skipping meals; snacking in place of eating meals; and eating excesses of "fast foods" high in carbohydrates and fats as reasons for a teenager's diet being deficient in vitamins and minerals.
		I. Weight Management Unit - available through Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804.

TOPIC AREA NUTRITION LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
k. Other factors: 1) Family patterns 2) Preparation time 3) Cost 4) Peer pressure 5) Mass media 6) Economics 7) Time schedule	The student:	I. ITV: "Soup-to-Nuts," Lessons 1, 2, 7, 8, and 9, broadcast over Educational TV or 3/4" tapes through the FNS Library. I. Write a paragraph on the topic, "You Are What You Eat." I. Survey class to find out how many ate in a restaurant at any time during the week. List the foods eaten and classify into Four Food Groups. Evaluate in terms of a balanced diet. I. Develop a list of nutritious snacks that make a positive contribution to the diet. I. Discuss the nutritional and caloric contributions that snacks make to overall diet selection and to overall nutritional adequacy of diet.

TOPIC AREA NUTRITION

LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		I. Discuss why snacking is important in meeting higher caloric needs of teenagers. I. Discuss forms of peer pressure which influence food choices. Contrast diet selection among classmates. I. Survey food items offered in vending machines. Categorize as nutritious or nonnutritious. I. Using food comparison cards, compare the nutritional value of snack foods. (Food comparison cards available from National Dairy Council) Identify snacks which will contibute the nutrients Vitamin A, Vitamin C., Calcium and Iron, often lacking in the diet of teenagers.
II. Nutrients A. Classes of nutrients 1. Carbohydrates 2. Fats		II. ITV: "Soup-to-Nuts" - Lesson 3. Broadcast over educational TV or 3/4" tapes available, FNS Library.

TOPIC AREA NUTRITION LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
3. Protein a. Complete b. Incomplete 4. Minerals a. Calcium b. Iron 5. Vitamins a. Fat soluble (A, D, E, K) b. Water soluble (B, C) 6. Water B. Alteration in nutrient content of food resulting from 1. Processing 2. Storage 3. Preparation 4. Preservation 5. Enrichment 6. Fortification		II. Contrast nutrient content of various foods using bar graphs. National Dairy Council) II. Discuss the definition for: Complete protein; incomplete protein; fat soluble vitamins; water soluble vitamins. (See Glossary) II. ITV: "Soup-to-Nuts" - Lessons 8, 9. Broadcast over educational TV or 3/4" tapes available, FNS Library. II. Discuss ways processing and preparation of foods may reduce the nutrient content. II. Discuss ways processing and preparation techniques may prevent the contamination and/or deterioration of foods. II. Discuss the definitions for "enriched" and "fortified" foods.

TOPIC AREA NUTRITION LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		II. List nutrients which are commonly added to cereals and grains in the enrichment process.
		II. Report of ways buying, storing or handling food can prevent contamination and/or minimize nutrient loss.
C. Functions of nutrients 1. Carbohydrates -- energy 2. Fats -- energy 3. Protein -- growth, repair 4. Minerals -- growth 5. Vitamins -- regulation 6. Water -- regulation		II. ITV: "Soup-to-Nuts" - Lessons 3 and 4. Broadcast over educational TV or 3/4" tapes available, FNS Library. II. Study nutrients and report on contributions nutrients make to health.
D. Individual nutrients need -- Recommended Dietary Allowance (RDA) 1. Factors influencing RDA a. Age b. Sex c. Growth rate	II. Identifies factors which influence an individual's nutrient needs.	II. Discuss definition for RDA (Recommended Dietary Allowances -- recommended amounts of nutrients that most healthy people need daily for proper growth and health).

TOPIC AREA NUTRITION LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
d. Health e. Activity f. Pregnancy, lactation		II. Discuss nutritional needs of family members and how these vary depending on age, sex, and amount of activity. II. ITV: "Soup-to-Nuts" - Lessons 3 and 7. Broadcast over educational TV or 3/4" tapes available, FNS Library. II. Contrast nutritional needs with activity levels throughout the life cycle. II. Report on dietary changes needed during pregnancy.
2. Child nutrition program		II. Interview school food service manager concerning requirements for the breakfast and lunch served at your school. Report to class and discuss.
3. U. S. Dietary goals		II. Discuss Dietary Goals (Pamphlet: Nutrition and Your Health: Dietary Guidelines for Americans) -- available through FNS Library.

TOPIC AREA NUTRITION LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		II. Analyze your dietary record with regard to U. S. dietary goals. Identify weaknesses in dietary record. Make suggestions for strengthening dietary habits.
E. Digestion/absorption of food nutrients 1. Digestion a. Mouth b. Stomach c. Small intestine		II. Discuss how a highly emotional experience affects the physical process of digestion.
		II. Have students identify health problems associated with salt and foods high in fat and sugar.
2. Absorption -- (Small intestine)		II. Film: HOW A HAMBURGER TURNS INTO YOU - free loan - FNS Library.
		II. ITV: "Soup-to-Nuts" - Lesson 4. Broadcast over educational TV or 3/4" tapes available, FNS Library.
		II. Review physiological information pertaining to digestion.
		II. Discuss how exercise stimulates the appetite and how exercise aids digestion.

TOPIC AREA NUTRITION LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		II. Trace the digestive process by making charts. Contrast the chemical and mechanical action necessary for digestion.
		II. Identify food substances absorbed rapidly vs. slowly. Relate to satiety.
III. Diet/Health A. Long-term health 1. Physical health		III. Discuss relationship between diet and health or disease.
		III. ITV: "Soup-to-Nuts" - Lessons 1 and 2. Broadcast over educational TV or 3/4" tapes available, FNS Library.
		III. Discuss health consequences of nutrient deficiencies or excesses.
		III. Report to class on iron deficiency anemia. Report on and discuss with class, nutrient deficiencies common among young people. Recommend dietary solutions for these common problems.

TOPIC AREA NUTRITION

LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		III. Report on diseases associated with severe nutrient deficiencies and how diseases are cured.
2. Mental/intellectual health		III. Discuss relationships of diet to mental performance.
B. Factors which influence body weight 1. Energy intake 2. Energy expenditure	III. Identifies ways in which body weight is influenced.	III. ITV: "Soup-to-Nuts" - Lessons 6 and 7. Broadcast over educational TV or 3/4" tapes available, FNS Library.
		III. Weight Management Unit - available through Food and Nutrition Services, State Department of Education, Box 44064, Baton Rouge, Louisiana 70804.
		III. Discuss how caloric intake and energy expenditure relate to weight gain/loss or maintenance of desired weight. (Energy balance; energy imbalance)
C. Steps to weight control 1. Diet/Snacks		III. Identify and discuss high-calorie and low-calorie snacks.
		III. Discuss calories and how calories relate to weight control.

TOPIC AREA NUTRITION LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		III. Discuss what determines desired body weight.
		III. Compute ideal weight using height and weight charts.
		III. Discuss the hazards of obesity/underweight.
2. Exercise 3. Behavior modification		III. Discuss the importance of some regular form of exercise in losing weight or maintaining desired weight.
D. Effects of overweight and obesity 1. Dangers to heart and circulatory system 2. Decreased physical activity 3. Increased susceptibility to some diseases 1) Diabetes 2) Hypertension 3) Heart attack 4. Increased surgical risk 5. Higher death rates 6. Emotional disturbances		III. Discuss how foods from the Four Food Groups aid in losing weight/gaining weight/maintaining desired weight (based upon caloric content). III. Analyze the health effects of being overweight. III. Use role playing to portray problems of overweight and obesity.

TOPIC AREA NUTRITION

LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
IV. Diet/Consumer A. Government agencies 1. Food and Drug Administration 2. USDA		IV. Discuss the role of government agencies in providing reliable consumer information and enforcing safety and sanitation standards for the food supply. IV. Discuss USDA (see glossary). IV. Write letters to FDA and USDA requesting information concerning the roles these agencies play in consumer protection.
B. Labeling 1. Charactieristics of a good label 2. Purpose of labels		IV. Identify information on food labels. IV. Determine how the information provided on the label can be used to make food choices. IV. ITV: "Soup-to-Nuts" - Lesson 7. Broadcast over educational TV or 3/4" tapes available, FNS Library
C. Advertising 1. Quackery/fallacies 2. Fad diets 3. Health foods/natural foods		IV. Analyze a TV commercial on food identifying the techniques and gimmicks used to persuade the viewers to purchase the product.

TOPIC AREA NUTRITION

LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
267		IV. Collect different types of diets that appear in magazines. Analyze diets in relation to the Four Food Groups and recommended number of servings. IV. Compare the nutritive value of "health" foods with similar foods sold in grocery stores. Discuss. IV. Collect labels and advertisements of food. Evaluate the accuracy of statements made. IV. Survey and collect data on prevailing fad diets/fallacies. Contrast with balanced diet information. Report to class. IV. Write and produce a skit on "Role of Advertising on Food Selection." Present to elementary students. IV. Report on activities (or lack of activities) today which contribute to overweight. 268

TOPIC AREA NUTRITION LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
I. Foods A. Food groups 1. Bread/Cereal 2. Fruit/Vegetables 3. Meat 4. Milk 5. "Other" 6. Combination foods		I. Review Food Groups
B. Diet selection 1. Teenager's diet a. Foods frequently eaten b. Foods less frequently eaten c. Variations in caloric intake d. Excesses/deficiencies e. Skipping meals f. Breakfast g. Snacks h. Vegetarian diet i. Vending machines j. Fast foods k. Other factors 1) Family patterns 2) Preparation time 3) Cost		I. Identify the contribution of snacks to the teenage diet. I. Discuss why breakfast is important. Discuss why some people do not eat breakfast. I. Review 3-day diet record to see effect of individual time schedules on eating patterns. I. Differentiate between a regular diet and the vegetarian diet. I. Survey class for breakfast menus. Determine if breakfast menus are balanced. I. Review 3-day diet. Eliminate breakfast and identify missing nutrients.

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TOPIC AREA NUTRITION LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
4) Peer pressure 5) Mass media 6) Economics 7) Time schedule		I. Identify potential nutrient deficiencies of a vegetarian diet. I. Contrast "expected" behavior pattern for person who skips breakfast and lunch, then snacks in the afternoon on "empty calorie" foods. I. Contrast a person who consumes a balanced diet vs. a person who snacks on "empty calorie" foods in place of meals.
II. Nutrients A. Classes of nutrients 1. Carbohydrates 2. Fats 3. Protein a. Complete b. Incomplete 4. Minerals a. Calcium b. Iron 5. Vitamins a. Fat soluble (A, D, E, K) b. Water soluble (B, C) 6. Water		II. Review classes of nutrients.

TOPIC AREA NUTRITION

LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
B. Alteration in nutrient content of food 1. Processing 2. Storage 3. Preparation 4. Preservation 5. Enrichment 6. Fortification		II. Discuss proper storage of common foods, i.e., bread; dry cereals; fresh vegetables and fruits; eggs; opened canned foods; and meat. II. Class reports on the following: Why protein foods spoil easily. How should gravies be stored between meals? Why should vegetables be cooked in a short period of time? How should orange juice be stored? Why should mayonnaise or milk products be refrigerated?
C. Functions of nutrients 1. Carbohydrates - energy 2. Fats - energy 3. Protein - growth and repair 4. Minerals - growth 5. Vitamins - regulation 6. Water - regulation	II. Identifies the nutrients and explains the functions of each.	II. Discuss the function(s) of each of the following nutrients: carbohydrate, fat, protein, minerals, vitamins, water.

TOPIC AREA NUTRITION

LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
D. Individual nutrient needs Recommended Dietary Allowances (RDA) 1. Factors influencing RDA a. Age b. Sex c. Growth rate d. Health e. Activity f. Pregnancy, lactation		II. Discuss situations where nutrients needs are greater (pregnancy, lactation, growing years). II. Discuss definition for RDA's and how RDA's are established. II. Discuss how individual energy needs are determined. II. Discuss the importance of the mother's diet to the future health and development of the child. II. Discuss how the nutritional habits of the mother affect the child before birth. II. Invite a dietitian to discuss therapeutic diets and diets during pregnancy/lactation. Report on why teenagers often have nutrition problems during pregnancy. II. Contrast a diabetic diet to a nondiabetic (regular) diet.

TOPIC AREA NUTRITION

LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		II. Report on the fallacy in the statement: "It is all right to wait until pregnancy to become conscious of eating a balanced diet."
		II. Contrast the caloric need of an active vs. non-active person. Relate to energy balance and weight gain or loss.
2. Child nutrition program		II. Write article for school or local paper concerning regulations of SFS Program as related to: Meal Pattern; Nutritional Benefits; Use of Donated Commodity Foods; Cost of Meal.
3. U. S. Dietary Goals		II. Identify the dietary guidelines for Americans: (PAMPHLET: Available from Food and Nutrition Services, State Department of Education.)
		II. Identify foods selected by classmates for a day. Contrast to Dietary Goals. Make recommended changes in keeping with Dietary Goals.

TOPIC AREA NUTRITION

LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
E. Digestion of food/absorption of nutrients 1. Digestion a. Mouth b. Stomach c. Small intestine 2. Absorption a. Small intestine		II. Filmstrip: "Good Sense and Good Food," FNS Library. Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804. Discuss how repeated stomach upsets or diarrhea affect absorption/nutritional status.
III. Diet/Health A. Long-term health (Physical health)		III. Discuss how nutritional habits while young influence the quality of health when older.
B. Mental/intellectual health		III. Discuss how skipping breakfast can influence mental functioning. III. Report on relationship between diet and mental health.
C. Factors which influence body weight 1. Diet/Snacks 2. Exercise 3. Behavior modification	III. Identifies effective ways to lose weight which include sensible food selection and exercise.	III. Weight Management Unit - available through Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804. Discuss the sensible diet plan (sound reducing diet and exercise).

TOPIC AREA NUTRITION LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	III. Discuss the importance of a physical examination before starting a weight control diet. III. Discuss the dangers of starvation diets: formula diets; diet pills; and one-food diets. III. Make written reports on the dangers of starvation diets and/or other food diets for teenagers. III. Develop a diet and exercise program and report to class.
D. Effects of overweight/obesity 1. Dangers to heart and circulatory system 2. Decreased physical activity 3. Increased susceptibility to some diseases 1) Diabetes 2) Hypertension 3) Heart attack 4. Increased surgical risk 5. Higher death rates 6. Emotional disturbance	III. Identifies the adverse effects of being overweight.	III. Class discussion of the effects of overweight/obesity relative to diabetes, hypertension and heart disease. III. Present class reports on factors in our society that promote obesity.

TOPIC AREA NUTRITION

LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
IV. Diet/Consumer A. Government agencies 1. FDA 2. USDA		IV. Write letters to Federal and State agencies. Report on Federal and State agencies' roles in providing food and/or nutrition information.
B. Labeling		IV. Compare foods on the basis of: nutrient content; cost. (Use nutrition charts, label information, and unit price.)
C. Advertising 1. Quackery/fallacies 2. Fad diets 3. Health foods/natural foods		IV. Identify gimmicks used to persuade consumers to purchase a product. IV. Report on food faddists and health quacks and their techniques in persuading people to buy worthless food supplements or highly restricted diets which may injure their health. IV. Survey classmates or analyze own diet to determine reasons for choosing foods which are eaten. Note which foods were chosen because of advertising claims.

TOPIC AREA NUTRITION GLOSSARY - HEALTH GRADES 1-10

ADVERTISING - Television, radio, newspaper and magazine messages which encourage people to buy or use certain products or services.

ANTIBODIES - Protein substances that are responsible for the body's ability to combat infection.

BALANCED DIET - Daily diet that provides the following: (1) Bread/Cereal--4 servings; (2) Fruits/Vegetables--4 servings; (3) Meat--2 servings; and (4) Milk--3 servings.

BALANCED MEAL - Group of foods served together that provides at least one food from each of the Four Food Groups.

CALORIE - The unit for measuring energy. Calories measure food energy as well as the energy expended by the body.

CHILD NUTRITION PROGRAMS - Administered by U. S. Department of Agriculture, the goal of this program is to safeguard the health and well-being of the Nation's children. Included in these programs are: The National School Lunch and Breakfast Programs; NET (Nutrition Education and Training Program).

CO-ENZYMES - A substance, usually nonprotein in nature, which helps enzymes that do not act by themselves.

COMMODITY FOOD PRODUCTS - Foods donated to Child Nutrition Programs (including School Lunch and School Breakfast Programs) through USDA (United States Department of Agriculture).

DIET - All the food and beverages a person eats or drinks.

DIGESTION - The internal process of breaking food down into a form that can be used by the body.

ENERGY - The capacity to do work. The body needs energy for physical activity and body processes. Carbohydrates, fats, and proteins are the nutrients which provide energy.

ENERGY BALANCE - Energy balance is maintained when the number of calories eaten equals the number of calories used by the body for physical activity and body processes.

TOPIC AREA NUTRITION GLOSSARY - HEALTH GRADES 1-10

ENRICHED - Food to which nutrients have been added to restore nutrients lost during processing.

ENZYMES - A substance, *usually* protein in nature and formed in most body cells, which performs a *specific* function and acts to bring about one *specific* reaction.

FOOD GROUPS - Foods are grouped according to similar nutrient content as follows: Bread and Cereal Group; Fruit and Vegetable Group; Meat Group; and Milk Group.

BREAD/CEREAL GROUP - The Bread/Cereal Group includes all grains--such as barley, buckwheat, corn, oats, rice, rye and wheat--and the bread, breakfast cereals, grits, noodle and pasta products made from them.

FRUIT/VEGER1ABLE GROUP - The Fruit/Vegetable Group includes all fresh, canned, frozen, and dried fruits and vegetables except dried beans and peas. The latter are placed in the Meat Group because of their protein content. Corn may be served as a vegetable. Corn grits and meal are in the Grain Group.

MEAT GROUP - The Meat Group includes meat (beef, veal, pork, lamb, and wild game); fish and shellfish; poultry; eggs; legumes, such as dry beans, peas, lentils, and peanuts; and nuts.

MILK GROUP - The Milk Group includes all types of milk used as beverages and in food preparation, all kinds of natural and processed cheese and cottage cheese, yogurt, ice cream and ice milk.

"OTHER" FOOD GROUP - Foods not included in the other Four Food Groups may be classified as "other" foods. Examples are: cakes, sugar, cookies, candy, doughnuts, mayonnaise, salad dressing, pickle relish, butter, margarine, jellies, jams, soft drinks, popsicles, potato chips, corn chips, catsup, and mustard. These foods provide few nutrients except carbohydrate and fat. Foods from this group should *COMPLEMENT* but *NOT REPLACE* foods from the Four Food Groups.

COMBINATION FOODS - Foods that combine items from two or more of the Four Food Groups. For example: meat pie, containing roast beef (from the Meat Group), potatoes, peas, carrots, and onions (from the Fruit/Vegetable Group), and a crust made with enriched flour (from the Grain Group) is a nutritious food that contributes to three of the Four Food Groups. Others include: pizza, spaghetti, tacos.

EMPTY CALORIE FOODS - Foods which supply calories but little or no nutritive value.

FORTIFIED - Food to which nutrients that were not present initially have been added.

HORMONES - A substance produced in the glands and transported through the blood to another part of the body where they produce a specific effect.

NUTRIENT - Something found in foods that is necessary for life. (To grow, go, and glow.) The six classes of nutrients are: Carbohydrate; Fat; Protein; Minerals; Vitamins; and Water. All of the 50 or so nutrients known to be needed by people can be classified into these six classes of nutrients. (See chart.)

NUTRITION - Is how the body processes and uses the food we eat. (As defined by the White House Conference, "Food enables one to live, to grow, to keep healthy and well, and to get energy for work and play. Good nutrition is a foundation for good health.")

NUTRITIONAL LABELING - Is voluntary except when a nutrient is added or a special nutritional or dietetic claim is made, and then the label must provide nutritional labeling. Foods with nutritional labeling have a NUTRITION INFORMATION panel containing the following information: serving size; number of servings in the container; and the calories, protein, carbohydrate, and fat per serving. In addition, the percentage of U. S. Recommended Daily Allowance (USRDA) of protein and seven major vitamins and minerals per serving is listed. Additional information (i.e., on sodium, cholesterol, unsaturated fat) may appear.

TOPIC AREA NUTRITION GLOSSARY - HEALTH GRADES 1-10

NUTRITIOUS SNACKS - Snacks from one of the four food groups.

RDA - Recommended Dietary Allowances are established by the National Research Council. The RDA is based on available scientific knowledge and lists the levels of intake for essential nutrients considered adequate in meeting the nutritional needs of nearly all healthy persons. Except for energy, the RDA are estimated to exceed the nutrient needs of most individuals, thus ensuring the needs of practically all persons are met.

USRDA - Developed by the Food and Drug Administration for the purpose of nutritional labeling of foods. Generally, the USRDA represents the highest level of the RDA for each nutrient in each category.

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MENTAL AND EMOTIONAL HEALTH

TOPIC AREA MENTAL AND EMOTIONAL HEALTH

LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Emotions A. Definition B. Kinds 1. Anger 2. Fear 3. Happiness 4. Love 5. Sadness C. Ways to express emotions 1. Positive ways 2. Negative ways D. Situations that may cause emotional responses 1. Dealing with brothers, sisters, and parents 2. Illness 3. Death 4. School 5. Moving 6. Peer relationships	I. Identifies basic emotions.	I. Discusses temper and ways to control it. I. Play various kinds of music and discuss how music can influence emotions. I. Show and discuss "Circle of Emotions" filmstrip. (State Film Library) I. Draw pictures of faces showing showing various emotions. I. Make a list of things that make you sad, happy and afraid. I. Role-play parents' reactions to situations that would cause an emotional response. I. Discuss ways to use emotions constructively. I. Collect and display pictures and drawings of happy children. I. Display pictures of a variety of emotions with the caption, "Emotions We Live With."

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
II. Getting Along With Others A. Important people in our lives 1. Family members 2. Friends/classmates 3. School personnel 4. Community helpers 5. Neighbors B. Ways to get along with others 1. Sharing 2. Taking turns 3. Following rules 4. Respecting others 5. Controlling emotions	The student: II. Participate in sharing and taking turns.	II. Discuss ways to show love. II. Role play ways that people help each other in daily routines. II. Share experiences of helping/being helped. II. Make class mural showing what community helpers do to help others. II. Discuss how to make friends. II. Choose a student to be a "Big Brother/Sister" to a new student in school. II. Give "Citizen of the Month" awards. II. Alternate appointing class group leaders. II. Let students make some class rules. II. Discuss what to do when one feels sad; when others are unhappy; when something unfortunate happens.

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
III. Accepting responsibility A. Responsibility for actions 1. Following class rules 2. Reasons for rules 3. Consequences of breaking rules B. Responsibility in personal relationships 1. Friendliness 2. Helping others 3. Understanding self and others C. Responsibility in completing school work and assignments 1. Class work 2. Homework 3. Reasons for doing work 4. Consequences of not doing work	The student: III. Assumes responsibilities given at school.	III. Discuss necessity for rules in classroom, cateteria, halls, and playground. III. Discuss meaning of being a follower and being a leader. III. Share experiences related to duties, responsibilities, work at home. III. Work list: responsibility, rules, penalty, reward, citizen. III. Write or tell brief stories or reports on "How to be a better leader or follower." III. Make murals, charts, or booklets emphasizing school and home responsibilities such as taking care of pets, making beds, putting away food and clothes, and setting the table. III. Make a list of responsibilities of teachers, parents, and community helpers.

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Stress A. Definition B. Stressful situations 1. Relationships with brothers and sisters 2. Relationships with parents 3. School work 4. Illness/Death 5. Moving 6. Relationships with friends and classmates - peer pressure 7. Other situations	I. Lists situations in which stress may occur.	I. Problem sharing. Students pair off and share one problem related to school, home, or play. Partners help make a list of possible solutions to problems. I. Discuss problems caused by moving. I. Work list: stress, relationships, counselor, frustration. I. Write reports on how someone made you feel better.
C. Handling stress 1. Recognizing the problem 2. Identifying adults and friends who are receptive and available to help with problems a. Parents b. Teachers c. Counselors d. Youth workers	I. Identifies persons available to help with problems.	I. List community helpers who might help with problems. I. Complete unfinished sentences: "When I have a problem,..." "Things that make me angry are..." "My hobbies are..." "Whem someone in my family has a problem, I..." I. Ask class to cut out articles from the daily newspaper for one week where stress might have caused unusual behavior.

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
3. Other ways to deal with stress a. Sports b. Music c. Work d. Other hobbies e. Problem solving 1) Considering alternatives 2) Considering consequences 3) Acting	I. Applies problem solving techniques to personal problems.	I. Have the class create and act out situations involving different ways of handling frustration. I. Keep a record of every frustration for one week. Discuss how situations were handled. I. Show film "Don't Get Angry!" Encyclopedia Britannica Films, Inc. I. Show film "Learning From Disappointments." Coronet Films. I. Write reports on similarities in solving in science and in personal problems. I. Play records in class that reflect moods and feelings.
II. Understanding Self A. Roles we play 1. Self-image	II. Identifies various roles he/she plays at home and school.	II. Role play school, home, and community situations.

TOPIC AREA MENTAL AND EMOTIONAL HEALTH

LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
2. Factors affecting self-image a. Family b. Friends c. Peers d. Appearance e. Achievement f. Failure g. Others		II. Discuss relationship of personal appearance and behavior to emotional health.
3. Family roles a. Brother b. Sister c. Child d. Helpers		II. Make a list of roles you play and what is expected of you in each role. How would you change those expectations if you could?
4. School roles a. Student b. Classmate c. Friend B. Responsibilities associated with various roles		II. Boys make up a list of the qualities they like and dislike in other boys, and girls do the same. Compare lists for similarities and differences.
1. Cooperation 2. Leading 3. Following 4. Respect for others' roles and responsibilities 5. Responsible dissent		II. Unfinished sentences: "The thing I like the most about my best friend is..." "The thing that I dislike most in other people is..." "If I could change one thing about the way I look,..."

TOPIC AREA MENTAL AND EMOTIONAL HEALTH

LEVEL II - GRADE 5

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		"The one thing I have to do that I dislike most is..." "When I am an adult, I would like to be..." "I am..." II. List and discuss ways to disagree without alienating parents and friends. II. Discuss movie, "Breaking Away."

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Characteristics of Positive Mental Health A. Concern for others B. Ability to make decisions C. Willingness to postpone immediate gratification for long-term goals D. Interest in work E. Acceptance of responsibilities F. Ability to adapt to change G. Establishment of realistic goals H. Sense of right and wrong I. Degree of autonomy	I. Identifies characteristics of the mentally healthy person.	I. Students make a list of decisions they have to make daily. I. Divide a sheet of paper into three columns. In the first column, write down things you would like to accomplish during the school year. In the second, write a date by which those goals could realistically be reached. In the third, write the first step needed to reach the objectives. I. Discuss examples of postponing immediate pleasure for a long-term benefit. I. Write a paper on how others show concern for you.
II. Needs of Individuals A. Physical needs 1. Food, air, water 2. Rest, sleep 3. Housing, clothes 4. Freedom from disease	II. Recognizes basic physical and emotional needs.	II. Discuss topics: How does the family provide you with basic needs? Which emotional needs are most important to you? What does success have to do with emotional health? In what ways are you more independent now than you were two years ago?

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	How is self-respect related to relationships with other people?
B. Emotional needs 1. Love/affection/belonging 2. Security 3. Achievement/success 4. Independence 5. Self-respect		II. Rank basic needs in order of importance to you. Compare rankings in class.
III. Reacting to Stress and Unfulfilled Emotional Needs A. Conscious methods B. Subconscious methods		
IV. Peer Pressure and Behavior A. Recognizing peer pressure 1. Form a. Friends b. Classmates c. Teammates 2. Situations a. Risk-taking behavior 1) Smoking 2) Drinking 3) Other drugs 4) Vandalism	IV. Interprets the effect of peer pressure on individual behavior.	IV. List five decisions you have made this year that were affected by peer pressure. List some decisions that were made in spite of peer pressure. IV. Make a list of the people in your life you respect the most. How do they affect your decision making?

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
5) Breaking school rules b. Positive peer pressure 1) Encouragement to succeed 2) Social acceptance c. Dress d. Hair styles e. Leisure activities		IV. Role play two classmates trying to talk two friends into smoking marijuana. IV. Divide class into groups. Place a bottle of water and cups in middle of group. Privately instruct all members except one to take a drink of water. Tell one member privately not to take a drink and to resist pressure from others. Give each group 5-10 minutes. Follow up with discussion of feelings, pressure, etc. (This activity also appears in Substance Abuse Section.) IV. Share experiences related to peer pressure.
B. Dealing with peer pressure 1. Giving in a. Benefits b. Risks c. Methods of resisting 1) New friends 2) Avoiding situations 3) Leading vs. following		IV. Discuss how peer pressure affects dress, hair styles, leisure activities, speech, selection of friends, and personal health habits. IV. Write a "Dear Abby" letter about a peer pressure problem.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
3. Effect on emotional health a. Positive b. Negative		
V. Making Decisions A. Recognizing areas of decision making 1. Decisions to be made by parents 2. Decisions to be made by students B. Personal responsibility for decisions 1. Benefits 2. Risks/Consequences C. How to make decisions 1. Understanding the problem 2. Considering alternatives 3. Considering consequences 4. Acting on decisions 5. Living with decisions 6. Changing your mind a. When is it appropriate? b. When is it too late?	V. Applies decision-making skills to personal problems and situations.	V. Make a list of decisions made by you, your parents, and your teachers. How would you change the list if you could? V. Discussion topics: What decisions are made at the national, state, and local levels that affect you? What are the consequences of making wrong decisions? V. Think of an issue in your life you consider to be very important. Answer these questions: Did you choose your position on this subject freely? Did you consider the pros and cons? Was there an alternative to the position you hold? Do you feel good about your position? Have you told anyone about how you feel? Have you done anything about the problem? Have you acted consistently in regard to your position?

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		V. Discuss what responsibilities go with making decisions in regard to dating, working, choosing friends, engaging in risk-taking behavior, and participating in school activities.
		V. Make a list of qualities necessary in people who make decisions. In which of these areas are you strong or weak? How could you improve yourself in this area?
		V. Discuss things about which you have changed your mind.

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Reacting to Stress and Unfulfilled Emotional Needs A. Conscious methods 1. Music 2. Recreation 3. Hobbies 4. Talking 5. Seeking privacy 6. Smoking/Drinking/Drugs 7. Daydreaming 8. Biting nails 9. Nervous habits 10. Suicide B. Subconscious methods 1. Rationalization 2. Projection 3. Repression 4. Avoidance 5. Regression 6. Identification 7. Substitution	I. Lists ways individuals cope with stress and unfulfilled needs.	I. Word list: rationalization, regression, repression, avoidance, projection, identification, substitution, neurosis, psychosis, psychosomatic, hypochondria, compulsion, obsession. I. Discuss causes of suicide. I. List and discuss warning signs of potential suicide cases. I. Share experiences in using ego defense mechanisms. I. Divide class into groups; give them hypothetical or real situations which involve stress or unfulfilled needs; students first write then discuss their way of handling each case.
II. Recognizing and Reacting to Emotional Problems A. Definition of emotional problems	II. Identifies symptoms of emotional problems that require professional help.	II. Invite speaker to discuss emotional problems and how to cope with them. II. Display information on "Helpline."

TOPIC AREA MENTAL AND EMOTIONAL HEALTH

LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
B. Types 1. Neuroses 2. Psychoses C. Causes 1. Physical 2. Emotional 3. Social D. Symptoms 1. Difficulty in coping 2. Phobias 3. Obsessions 4. Compulsions 5. Withdrawal 6. Difficulty in making friends 7. Psychosomatic illness 8. Others		II. Write reports on relationships between physical and emotional health. II. Role play the symptoms associated with emotional problems.
III. Suicidal Tendencies A. Signs 1. Depression 2. Withdrawal 3. Alienation 4. Verbal or written threat 5. Low lethal attempt - "attention getting" attempt	III. Lists signs of suicidal tendencies.	III. Invite a speaker from a crisis intervention center to talk to class. III. Collect newspaper articles on suicides and discuss events leading up to suicide.

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
6. Giving away possessions 7. Preoccupation with death	The student:	
B. Effective ways to help someone contemplating suicide 1. Accept the threat as real - don't dismiss it lightly 2. Listen, don't be authoritative 3. Don't moralize 4. Suggest alternatives 5. Suggest ways of getting professional help 6. Seek professional help	III. Lists effective ways of helping the suicidal person.	III. Role play a "hot-line" situation.
IV. Seeking help for emotional problems A. Personnel 1. Counselors 2. Teachers 3. Parents 4. Friends 5. Psychologists 6. Psychiatrists	IV. Identifies community resources to assist with emotional problems.	IV. Field trips to mental health facilities. IV. Volunteer work in mental health facilities. IV. Invite a counselor or psychologist to speak to class.

TOPIC AREA MENTAL AND EMOTIONAL HEALTH LEVEL IV - GRADE 10

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
7. Psychiatric social workers		IV. Prepare reports on careers in
8. Social workers		IV. Word list: psychiatrist, psychologist, social worker.
9. Ministers, Priests, Rabbis		
B. Agencies and organizations		
1. Schools		
2. Health units		
3. Mental health clinics		
4. Private agencies		
5. Hospitals		

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Agency for Instructional Television
Box A
Bloomington, Indiana 47401

Educational Television Series now available (Schedules may be obtained from your local ETV Supervisor):

Inside Out
Self-Incorporated
On the Level
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Pyramid Films
Post Office Box 1048
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Walt Disney Productions
800 Senora Avenue
Glendale, California 91201

Filmstrips, Film Loops and Slides

Human Relations Media Center
41 Washington Avenue, Room 181
Pleasantville, New York 10670
(Filmstrips on coping, adolescence, goal setting, divorce.)

The Skill Group of the Center for Humanities, Inc.
2 Holland Avenue
White Plains, New York 10603
(Slide programs about death, anxiety, self-fulfillment, frustration and disappointment.)

Catalogues:

Educational Audio Visual, Inc.
Pleasantville, New York 10570
(Request "Audio Visual Teaching Materials.")

McGraw-Hill Films
1211 Avenue of the Americas
New York, New York 10020
(Request Health and Science Catalogues.)

Visual Products Division
3M Company, 3M Center
St. Paul, Minnesota 55105
(Request "Instructional and Curriculum Materials.")

PERSONAL HEALTH

TOPIC AREA PERSONAL HEALTH LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Vision A. How we use our eyes 1. Work 2. Play 3. Reading 4. Recognizing people 5. Following directions	I. Names everyday activities for which sight is needed.	I. Blindfold students and give them a task to complete. I. Blindfold students and ask them to identify various sounds and voices. I. Discuss the ways eyes are used at at home, school, and play. I. Give directions so that the eyes are not used.
B. How we take care of our eyes 1. Good lighting 2. Good posture 3. Proper distance from things we watch and read 4. Protection from sun 5. Being careful with sharp objects 6. Getting checkups with school nurses and doctors	I. Cites safety rules for the eyes.	I. Discuss safety rules and care of eyes. I. Role play a visit to the eye doctor. I. Questions for discussion: How are your eyes protected? Why do you blink? What happens when something gets in your eye? What should you do when you get something in your eye?
C. Correcting problems with eyes	I. Takes a vision screening test. I. Concludes that glasses help people see better.	I. Administer a vision screening test. I. Make a list of eye safety rules.

TOPIC AREA PERSONAL HEALTH LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		I. Wear clear lens glasses to see how they look and feel.
		I. Let students describe a visit to an eye doctor.
		I. Make a list of famous people who wear glasses.
		I. Discuss questions: How do eyes help you be safe? How can you take care of your eyes? What would it be like if you could not see?
II. Hearing A. How we use our ears 1. Work 2. Play 3. Recognizing sounds 4. Following directions	II. Names everyday activities for which hearing is used.	II. Play bingo in which the squares to be covered have words related to ears and hearing safety rules. II. Play tape recorded sounds and have students name or write the sounds they hear.
B. How we take care of our ears 1. Proper cleaning 2. Not putting objects in the ear 3. Avoid extremely loud noises	II. Cites safety rules for the ears.	II. Play the game "Gossip." II. Take a trip around the school; then discuss sounds heard during the trip.

TOPIC AREA PERSONAL HEALTH

LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
4. Getting medical checkups 5. Proper way to blow the nose	II. Takes a hearing screening test.	II. Discuss ways the ears are used at home, school, and play.
		II. Discuss safety rules for the ears.
		II. List hearing safety rules on the board.
		II. Administer a hearing screening test.
		II. Have blindfolded students identify types and directions of various sounds.
		II. Role play a visit to the ear doctor.
		II. Let students describe a visit to the doctor.
		II. Make a poster by putting sounds you hear outside around "Mr. Big Ears."
		II. Distribute ear muff plugs; then give directions or read a story to simulate hearing problems.

TOPIC AREA PERSONAL HEALTH LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		II. Discuss questions: What sounds do we hear? What sounds can help you be safe? What would it be like if you could not hear? What kind of things could hurt your ears? Why are ears shaped the way they are?
III. Dental Health A. Why teeth are necessary 1. Chewing 2. Talking 3. Appearance	III. States reasons why teeth are necessary.	III. Let students try to talk without letting tongue touch teeth. III. Collect pictures of people with pretty smiles. III. Try chewing food without using teeth.
B. How foods affect teeth 1. Foods good for teeth a. Apples (cleaning) b. Carrots (cleaning) c. Celery (cleaning) d. Milk (building teeth) 2. Foods bad for teeth a. Candy b. Sugar c. Chocolate d. Others	III. Differentiates between foods that are good and bad for teeth.	III. Students eat apples, carrots, or celery to note how some foods clean teeth. III. Invite a dental hygienist to speak to the class about tooth care. III. Collect pictures of foods good and bad for teeth.

TOPIC AREA PERSONAL HEALTH

LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
C. Care of teeth	III. Demonstrates the proper way to brush teeth.	III. Demonstrate proper brushing techniques using a large model. III. Demonstrate flossing teeth.
D. Visits to dentist	III. Identifies pictures of dental personnel.	III. Divide class into groups; have each group list specific foods that are bad for teeth. III. Field trip to dentist's office. III. Relate experiences with dentists. III. Role play visit to dentist. III. Cut out outline of a tooth. Paste it on a paper bag. Draw its face. III. Make toothbrush holders out of frozen juice cans and cottage cheese lids, decorating them like hats. III. Develop a checklist to record home dental care.

TOPIC AREA PERSONAL HEALTH

LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		III. Puppet show illustrating visits to the dentist, brushing properly, and eating proper foods.
		III. Ask local dental groups and/or major toothpaste manufacturers to provide toothbrushes for students.
		III. Display models of teeth.
IV. Personal Cleanliness A. Definition B. Aspects of cleanliness 1. Body	IV. Differentiates between being clean and dirty.	IV. Students participate in skit, "Stinky," by Barbara Burch (contact Jim Brown at McNeese State University for script).
2. Teeth 3. Hair 4. Hands 5. Fingernails C. Ways to keep clean 1. Bathing		IV. Discuss "Healthy Habits" bulletin board. (Lee, The Health Bulletin Board, T. S. Denison and Co., Minnesota.)
2. Brushing Teeth 3. Washing and combing hair		IV. Make a bathtub toy in class.
4. Washing hands 5. Products to help us to stay clean	IV. Display proper way to wash hands.	IV. Prepare health checklist for home use.
a. Soap b. Toothpaste/brush c. Comb	IV. Identifies personal cleanliness products.	IV. Practice washing hands.

TOPIC AREA PERSONAL HEALTH LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		IV. Demonstrate and/or distribute personal cleanliness products. IV. Collect or cut out pictures of health related products that help to keep us clean. IV. Discussion questions: When is it OK to be dirty? Why do we have to get a bath? Brush our teeth? Wash our hands? When is it not OK to be dirty? What does being clean have to do with making friends?

TOPIC AREA PERSONAL HEALTH LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
I. Vision A. Structure of the eye 1. Cornea 2. Lens 3. Iris 4. Pupil 5. Retina 6. Optic nerve B. Protective parts 1. Eyelids 2. Tears 3. Eyebrows 4. Eyelashes C. Functions of parts of the eye 1. Protection 2. Bending light rays 3. Letting light in 4. Focusing 5. Sending messages to the brain 6. Cleaning		I. Word list: cornea, lens, retina, iris, pupil, optic nerve I. Students label diagram or drawing of the eye. I. Students examine a model of the eye. I. Students identify observable parts of their own eyes. I. Vision terms spelling bee. I. Compare parts of the eye to parts of a camera. I. Bulletin board display of eyes and care of eyes. I. Show filmstrip, "Your Eyes are for Seeing," Discovering Your Senses series, Coronet. I. Look at a classmate's eyes in a dark room. Quickly lighten the room and note contraction of pupils. I. Play "Pin the Tail on the Donkey." I. Complete assignments blindfolded.

TOPIC AREA PERSONAL HEALTH LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
D. Potential problems 1. Injuries	I. Names conditions that can hurt the eyes or cause loss of vision.	I. Discussion questions: How can watching TV affect the eyes? What are some possible dangers to eyes of throwing sand, rocks, and dirt?
		I. Several students describe something they saw to illustrate different messages sent to brain.
2. Mechanical problems a. Nearsightedness b. Farsightedness c. Lazy eye d. Color blindness 3. Glare 4. Fatigue 5. Poor lighting 6. Diseases a. Glaucoma b. Infections		I. Have students report any personal visual problem to teacher, school nurse, or other qualified adult. I. Role play a visit to an eye doctor. I. Discuss hazards to vision of looking directly at the sun.
E. Care of eyes 1. Follow safety rules 2. Avoid potentially dangerous activities 3. Medical checkups and screening tests	I. Lists ways to protect vision.	I. Take a vision screening test. I. Discuss ways eyes are protected in sports. I. Write a story about the eyes.

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TOPIC AREA PERSONAL HEALTH LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
4. Proper posture, lighting, and distance when reading or watching television 5. Use of sunglasses 6. Knowing limitations 7. Safety glasses		I. Invite a nurse or doctor to speak to the class. I. Collect ads for sunglasses. Discuss pros and cons. I. Have students interview people with various vision problems.
II. Hearing A. Structure of the ear 1. Outer ear 2. Middle ear 3. Inner ear 4. Specific parts a. Auricle b. Eardrum (membrane) c. Anvil d. Hammer e. Stapes f. Cochlea g. Eustachian tube		II. Word list: inner, outer, middle ear; auricle, eardrum, anvil, hammer, stapes, cochlea, eustachian tube, auditory nerve. II. Students label diagram or drawing of ear. II. Examine model of the ear. II. Hearing terms spelling bee. II. Bulletin board display of ears and care of ears.
B. Functions of parts of the ear 1. Capturing sound 2. Transmitting sound 3. Interpreting sound 4. Balance		II. Show filmstrip, "Your Ears Are for Hearing," Discovering Your Senses series, Coronet. II. Identify tape-recorded sounds.

TOPIC AREA PERSONAL HEALTH

LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		II. Students interpret various sounds heard at school, home, or play.
C. Potential problems 1. Exposure to loud noises 2. Wax buildups 3. Injuries/infections 4. Mechanical problems a. Nerve deafness b. Conductive deafness	II. Names conditions that can hurt the ears or cause hearing loss.	II. Demonstration of sign language used by people with hearing loss. II. Complete assignments with ear muffs or plugs. II. Demonstrate proper way to clean ears. II. Discuss personal hearing problems.
D. Care of ears 1. Avoiding excessively loud noises 2. Cleanliness 3. Follow safety rules 4. Get checkups and screening tests	II. Lists ways to protect hearing.	II. Bingo or Concentration games using hearing terms and safety rules. II. Contest to list hearing safety rules. II. Take a hearing screening test. II. Interview person with hearing problems.
III. Dental Health A. Structure of the tooth 1. Crown 2. Neck 3. Root 4. Enamel		III. Examine models of teeth. III. Label parts of teeth on a drawing. III. Word list: crown, root, neck, pulp, dentin, cementum, enamel,

TOPIC AREA PERSONAL HEALTH LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
5. Dentin		carie, cuspid, bicuspid, incisor, molar.
6. Pulp		
7. Cementum		
B. Types of teeth		III. Draw, color, and/or animate various kinds of teeth.
1. Primary		
2. Permanent		
a. Cuspids		III. Word scramble using dental health terms.
b. Bicuspids		
c. Incisors		
d. Molars		III. Identify different kinds of teeth on model.
C. Functions of teeth		III. Discussion and demonstration of the four kinds of teeth and their functions.
1. Tearing		
2. Crushing		
3. Cutting		
4. Grinding		
D. Potential problems	III. Names conditions or factors that can cause dental problems.	III. Distribute disclosing tablets to determine dental hygiene.
1. Improper foods		
2. Neglect		
3. Ignorance of dental health principles		III. Discuss decay process.
4. Gum disease		III. Collect pictures of foods good and bad for teeth.
5. Loss of teeth		
6. Caries		
7. Plaque		III. Skit depicting problems caused by neglecting dental health.
		III. Discuss dental decay process.

TOPIC AREA PERSONAL HEALTH LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
E. Dental Care 1. Brushing techniques 2. Flossing techniques 3. Flouride treatment 4. Proper diet 5. Dental checkups	III. Demonstrates proper way to brush teeth.	III. Demonstrate proper methods of flossing and brushing.
	III. Demonstrates proper way to floss teeth.	III. Practice flossing in class.
		III. Debate water fluoridation issue.
	III. Lists factors that control tooth decay.	III. Prepare dental health checklist for use at home.
		III. Get dental checkups.
		III. Invite a dentist or dental hygienist to speak to class.
		III. Students work in pairs to make up slogans, poems, or songs.
		III. Role play visit to dentist.
		III. Keep records of candy, soft drinks, and other sweets. Calculate amount of sugar consumed.
		III. Write stories about teeth.
		III. Develop puppet shows involving students, parents, and dentists.

TOPIC AREA PERSONAL HEALTH LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		III. Make tooth powder in class using one teaspoon salt, two teaspoons baking soda, and one drop of peppermint or wintergreen.
IV. Cleanliness A. Problems caused by uncleanliness 1. Peer rejection 2. Physical unattractiveness 3. Poor self-image 4. Susceptibility to disease B. Principles of personal cleanliness 1. Bathing 2. Shampooing 3. Brushing teeth 4. Dressing neatly 5. Washing hands 6. Not borrowing others' health care products 7. Avoid contact with people who have communicable diseases 8. Not using others' eating utensils	IV. Identifies problems related to uncleanliness.	IV. Invite school nurse to discuss school health problems. IV. Develop personal health care checklist for home use. IV. Discuss social problems caused by uncleanliness. IV. Bring samples of health care products. IV. Discuss and evaluate newspaper, TV, and magazine ads related to personal health care products. IV. Role play proper and improper health practices. Let class identify right and wrong practices.

TOPIC AREA PERSONAL HEALTH LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Vision A. Parts and functions of the 1. Cornea 2. Lens 3. Pupil 4. Iris 5. Retina 6. Optic nerve		I. Trace the process of sight from opening the eyes to sighting an object to interpreting what is seen. I. Give self-test on structure and function of the eye.
B. Treating visual problems 1. Glasses 2. Contact lenses 3. Medication 4. Eye exercises 5. Eye exams 6. Proper eye care practices	I. Explains how vision can be improved by the use of glasses and contact lenses.	I. Visit ophthalmologist and/or optometrist. I. Share experiences with glasses, contact lenses, visits to eye doctors. I. Administer visual screening tests.
C. First aid for eye injuries 1. Kinds of injuries treatable at home or school 2. Over-the-counter eye care products 3. Specific cases a. Object in eye b. Fluids in eye c. Eye fatigue	I. Lists first aid procedures for minor eye injuries.	I. Demonstrate and practice eye exercise. I. Display written material related to eye care and first aid. I. Students write to PREVENT BLINDNESS 79 Madison Avenue, New York, New York 10016.

TOPIC AREA PERSONAL HEALTH LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		I. Contact Red Cross for information on treating eye injuries.
		I. Share experiences related to visual first aid.
II. Hearing A. Structure of the ear 1. Outer ear 2. Middle ear 3. Inner ear 4. Specific parts a. Auricle b. Tympanic membrane c. Anvil, hammer, stapes d. Cochlea e. Eustachian tube f. Auditory nerve		II. Trace the process of hearing from the source of a noise to the brain. II. Construct a telephone from cans and waxed string to illustrate the transmission of sound. II. Investigate sounds made by animals, their purpose, and interpretation by other animals and humans. II. Administer a pure tone audiometer test.
B. Functions of parts of the ear 1. Capturing sound 2. Transmitting sound 3. Interpreting sound 4. Balance		II. Word list: audiometer, decibel, auricle, tympanic membrane, anvil, hammer, stapes, cochlea, auditory nerve, eustachian tube.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
III. Dental Health A. Diseases and disorders 1. Caries (tooth decay) a. Causes (bacteria, sugar, plaque) b. Contributing factors (heredity, tooth structure, saliva, bacteria, sugar)	III. Lists causes and contributing factors of tooth decay.	III. Traces the tooth decay process from eating to development of carie to treatment. III. Share experiences of getting treatment for caries. III. Invite dentist, dental hygienist, or orthodontist to speak to class.
2. Periodontal diseases a. Gingivitis b. Pyorrhea 3. Malocclusion a. Definition (bad bite) b. Causes (heredity, acquired factors) 4. Stains a. Extrinsic causes b. Intrinsic causes 5. Halitosis 6. Plaque 7. Tartar B. Avoiding diseases and disorders (Review of Level II material) 1. Brushing/flossing 2. Selection of toothpastes and toothbrushes	III. Lists diseases and disorders of the teeth and gums.	III. Display literature related to oral diseases and conditions. III. Contact local dental association or auxiliary group for information, speakers, and programs. III. Write American Dental Association, 211 Chicago Avenue, Chicago, Illinois 60611, for information.

TOPIC AREA PERSONAL HEALTH LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
3. Mouthwashes 4. Fluorides 5. Diet 6. Avoiding injuries 7. Dental checkups		III. Contact Louisiana State Film Library for film related to dental health. III. Show spoonful amounts of sugar found in candy, soft drinks, and other foods by placing equivalent quantities in test tubes.
IV. Cleanliness A. Problems caused by uncleanliness 1. Peer rejection 2. Physical unattractiveness 3. Poor self-image 4. Susceptibility to disease		IV. Discussion of students' standards of cleanliness, dress, and hair styles compared to society's standards. IV. Collect and display pictures depicting various styles of clothing, hair, and personal cleanliness habits.
B. Principles of personal cleanliness 1. Daily bathing 2. Brushing teeth after eating 3. Regular shampooing 4. Manageable hair styles 5. Cutting and cleaning nails 6. Use of deodorants 7. Showering 8. Wearing clean clothes 9. Consideration of others	IV. Lists the principles of personal cleanliness.	IV. Write reports on health care products industry. IV. Make a list of hazards related to personal health habits (job interviews, dating, group conformity).

TOPIC AREA PERSONAL HEALTH LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Vision A. Products 1. Glasses 2. Contact lenses 3. Safety glasses 4. Eye washes 5. Sun glasses 6. Cosmetics B. Advertising 1. Sources 2. Approaches C. Other sources of information 1. Parents 2. Teachers 3. Health educators 4. School nurses 5. Physicians		I. Word list: ophthalmologist, optometrist, optician, acuity, peripheral vision. I. Collect and analyze magazine ads related to eye care products and services. I. Share experiences using various eye care products. I. Write reports comparing glasses to contact lenses.
D. Community resources 1. Schools 2. Health units 3. Ophthalmologists 4. National organizations (local chapters) 5. Optometrists	I. Identifies community resources available to assist in visual health care.	I. Administer vision screening tests for acuity, color blindness, peripheral vision. I. Write national organizations for more information. I. Field trip to area agencies providing services and information to the blind.

TOPIC AREA PERSONAL HEALTH LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
II. Hearing A. Environmental hazards 1. Amplified music 2. Head sets 3. Industrial noise 4. Motors, engines B. Effects of overexposure to noise 1. Temporary hearing loss 2. Permanent hearing loss 3. Psychological effects a. Nervousness b. Irritability		II. Record sound levels in the community or school. II. Discuss relationship of noise to emotional health. II. Word list: sound pollution, decibel, otolaryngologist. II. Develop list of hearing safety precautions.
C. Community resources 1. Health unit 2. Teachers 3. Health educators 4. Physicians (Ear, Nose, Throat) 5. School nurses	II. Identifies community resources available to assist in hearing care.	II. Administer pure tone audiometer test. II. Collect and display literature related to hearing.

TOPIC AREA PERSONAL HEALTH LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
III. Dental Health A. Advertising 1. Types a. Magazines b. Radio-television c. Store displays 2. Approaches a. Sex appeal b. Youth c. New/improved d. Scientific research e. Symbols f. Testimonials 3. Other sources a. Dentists b. Parents c. Teachers d. Health units e. Libraries		III. Collect and analyze magazine ads related to dental health. III. Create ads for fictitious dental care products. III. Survey school or neighborhoods for types of toothpastes used and why.
B. Community resources 1. Personnel a. Dentists b. Dental hygienists c. Orthodontists d. Health educators	III. Identifies community resources available to assist in dental health care.	III. Field trip to local dental health agencies, offices, and organizations. III. Write reports on careers in dental health. III. List services provided by various agencies.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
2. Agencies/Organizations a. American Dental Association (local chapter) b. Dental auxiliary unit c. Health unit d. School nurses		III. Develop dental health fair projects. III. Arrange for dental checkups if possible.
IV. Cleanliness A. Problems associated with adolescence 1. Skin a. Acne 1) Causes 2) Treatment b. Sunburn c. Allergic reactions 2. Body odor a. Causes b. Solving the problem 1) Deodorant 2) Baths/showers	IV. Identifies potential problems related to personal health habits and conditions.	IV. Discussion of acne problems and treatments. IV. Survey drug store items used for personal health care. IV. Compare health care ads for hair, skin, etc. IV. Invite health unit educator to speak on selected problems of teenager. IV. Display literature related to sunburn treatment.

TOPIC AREA PERSONAL HEALTH LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
3. Halitosis (bad breath) a. Causes 1) Poor dental care 2) Allergies b. Solutions 4. Posture a. Causes/types b. Consequences of poor posture 5. Care of nails 6. Cosmetics 7. Hair care	The student:	
B. Community resources available to assist with problems 1. Physicians (Dermatologists) 2. Barbers/cosmetologists 3. Counselors 4. Health educators	IV. Names community resources available to assist with personal health problems.	IV. Write reports on health care careers. IV. Develop directory of local agencies and resources related to personal health care problems. IV. Invite barbers and/or beauticians to speak about their jobs.

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SAFETY AND FIRST AID

TOPIC AREA SAFETY AND FIRST AID LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. School Safety A. Fire B. Playground facility C. Storm or disaster D. Playground accidents 1. Causes a. Improper use of equipment b. Excessive roughness c. Inappropriate behavior under existing conditions	I. Identifies common causes of playground accidents.	I. Conduct drills on proper procedures (fire, storm, disaster). Afterwards, explain what the students did and why. I. Take students on playground tour to identify safety pictures of facility. Draw pictures of facility.
II. School Bus Safety A. Going to and from school B. Waiting at the school bus stop C. Boarding D. Riding E. Exiting		II. Demonstrate the proper response to five traffic signs when shown various traffic signs which relate to school buses, including waiting, boarding, and walking to and from school.
III. Traffic Safety A. Pedestrian safety 1. Traffic laws and signs that apply to pedestrians 2. Those who help pedestrians	III. Lists three safety rules and practices for pedestrians.	III. Make a class chart of safety rules for pedestrians. Go over pedestrian safety rules and include need for visibility.

TOPIC AREA SAFETY AND FIRST AID LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
a. Policeman b. School crossing guard c. Patrol boy/girl		III. Students make traffic signs for a route from home to school established by their teacher.
3. Avoid riding with strangers B. Automobile safety 1. Use of seatbelt		III. Class will draw and display pictures of those people who help pedestrians.
2. Use of auto safety seats (infants)	III. Tells why seat belts or auto safety seats should be used by everyone riding in an automobile.	III. Show film on seat belts that demonstrates what happens during actual crash by use of dummies. (Film - "Don't Risk Your Child's Life.")
C. Bicycle safety 1. Twelve "Rules of the Road" 2. Safe bicycle practices 3. Bicycle safety checklist 4. Role of law enforcement officers		III. Discuss personal experiences students have had on bicycles. Let students dictate sentences about bicycle safety.
IV. Home Safety A. Fire 1. Potential hazards in the home a. Matches and cigarettes	IV. Identifies potential fire hazards in the home. Demonstrates how to report a fire properly.	IV. Have children draw pictures of potential fire hazards including matches, gasoline cans, etc.

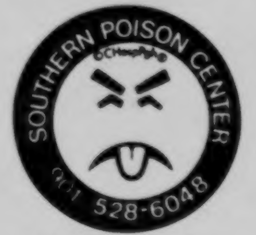
TOPIC AREA SAFETY AND FIRST AID

LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
b. Oily rags c. Flammable substances d. Electrical appliances		IV. Have children draw pictures of potential fire hazards including matches, gasoline cans, etc.
2. Preventive action 3. Reporting fires a. Follow local emergency procedures		IV. Visit the fire department or have officials come to school. Have children use toy phone to practice how to call in to report a fire.
4. Extinguishing clothing fires - stop, drop and roll	IV. Demonstrates what to do if clothes catch on fire.	IV. Act out each step necessary in reporting a fire - use of telephone, dialing, etc.
5. Escape procedures - stop, drop, crawl		IV. Show film "Snuffy's Fire Brigade" (Burger King Production) which describes procedures to follow if you should catch on fire.
B. Falls 1. Unsafe conditions 2. Unsafe acts 3. Learning how to fall		IV. Describe to children how toys that are out of place can cause others in the family to fall and seriously injure themselves.
		IV. Draw pictures or color pictures depicting falls and injuries resulting from out-of-place toys.

TOPIC AREA SAFETY AND FIRST AID

LEVEL I - GRADES K-1

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
C. Poisons 1. Potential hazards 2. Safe handling 3. Warning symbol a. Mr. Yuk	IV. Identifies symbol commonly used to designate poison.  **Southern Poison Center** **University of Tennessee** **College of Pharmacy** **874 Union Avenue** **Memphis, Tennessee 38163**	IV. Make posters showing how to get help if accidental poisoning occurs. IV. Have students draw, color and discuss Mr. Yuk symbol.
D. Electrical		IV. Discuss safety precautions when handling and operating electrical objects.
E. Firearms 1. Proper storage 2. Safe handling F. Power tools 1. Lawn and garden tools 2. Hand tools		IV. Make booklets on safety procedures around firearms.
V. Wounds A. Prevention of contamination 1. Safeguards 2. Measures to take a. Wash with soap and water b. Dry and keep clean 3. Infection	V. Demonstrates how to clean a small wound.	V. Have students work in pairs in showing how to clean a small wound.
VI. Burns A. Causes B. Treatment		

TOPIC AREA SAFETY AND FIRST AID

LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. School safety A. Fire B. Playground and facility C. Storm or disaster.		I. Write slogans on safety. I. List in sequence steps to be taken in time of storm.
II. School bus safety A. Waiting at the school bus stop B. Boarding C. Riding D. Exiting		II. Dramatize proper bus behavior.
III. Traffic safety A. Pedestrian safety 1. Characteristics of a pedestrian 2. Traffic laws and signs that apply to pedestrians 3. Those who help pedestrians 4. Defensive practices		III. Conduct a survey of pedestrians to determine how much they know about traffic safety. III. Make a booklet on traffic safety to disseminate to the community.
B. Auto passenger safety 1. Seat belts/child auto safety belts 2. Proper behavior when riding in an auto		III. Research how seat belts came into use. Discuss statistics collected.

TOPIC AREA SAFETY AND FIRST AID   LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
3. Proper procedures for entering and exiting an automobile		
C. Bicycle safety 1. Rules of the Road a. Obey all traffic signs and regulations. b. Keep to the right side of the road. c. Ride single file at a safe distance behind vehicle ahead. d. Stop to see that sidewalks or streets are clear before riding out of alleys or driveways or from behind parked cars. e. Dismount and walk the bicycle across intersections of heavily traveled streets and highways. f. Always use proper hand signals for turning or stopping. (See Transparency Master No. B-11.)	III. Identifies general rules of the road for bicycle safety.	III. Teacher presentation of resource pamphlet "Rules of the Road" by Schwinn Bicycle Company.

TOPIC AREA SAFETY AND FIRST AID LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
g. Carry no passengers or objects which interfere with vision or control. Books or parcels should be carried in a basket or luggage carrier.		
h. Never hitch onto other vehicles.		
i. Do not perform stunts or race in traffic.		
j. Keep your bicycle in good condition.		
k. For night driving, have a white light on the front of the bike, a red light or reflector on the rear.		
l. Wear white or light-colored clothing when driving a bicycle at night.		
m. Don't weave in and out of traffic or swerve from side to side.		
n. Park your bike in a safe and proper place; it should be stood upright and locked properly.		

TOPIC AREA SAFETY AND FIRST AID

LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
2. Bicycle safety checklist 3. Role of law enforcement officers		
IV. First Aid A. Definition - first care given to an ill or injured person B. Situations requiring first aid 1. Cuts 2. Nose bleed 3. Burns 4. Falls C. Values of first aid D. Methods of obtaining additional medical assistance	IV. Defines first aid. IV. Lists situations when first aid might be administered.	IV. Write a concise two-line definition of first aid. Class will be divided into five groups. Each group will prepare a poster depicting a reason/value for first aid. By use of play phones, students will practice the correct method for calling for additional medical assistance.
V. Psychological first aid A. Emotions of rescuer B. Emotions of victim		V. Role-play situations: One depicts the results of a rescuer and/or victim panic in an emergency situation. The second role-play depicts the results of a calm rescuer and/or victim in an emergency situation.

TOPIC AREA SAFETY AND FIRST AID LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
VI. Wounds A. Definition and classification of wounds B. Common causes C. Symptoms 1. Skin damaged 2. Bleeding		VI. Have students make a chart of injuries that the class has in one week. List treatment for each.
D. First aid for severe bleeding 1. Techniques for controlling a. Direct pressure on wound b. Elevation 2. Treatment objectives	VI. Demonstrates ability to stop bleeding.	VI. Role play with a partner depicting proper techniques of controlling bleeding by direct pressure and by elevation of the extremities. VI. Make a chart listing prevention methods.
E. Prevention of contamination and infection 1. Safeguards 2. Measures to be taken 3. Infection F. Closed wounds 1. Characteristics 2. Causes 3. Symptoms 4. Treatment		VI. Write a report on one of the topics of prevention.

TOPIC AREA SAFETY AND FIRST AID LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
G. Specific wounds 1. Eye injuries 2. Impaled injuries 3. Blisters 4. Bites	The student:	
VII. Traumatic shock A. Definitions B. Causes C. Symptoms 1. Early stages 2. Late stages D. Preventive objectives E. Treatment objectives		
VIII. Respiratory emergencies and artificial respiration A. Definitions B. Symptoms of respiratory emergencies C. Types of respiratory emergencies		VIII. Show a demonstration film on artificial respiration. VIII. Teacher demonstration of techniques of artificial respiration. VIII. Students practice techniques of artificial respiration.
D. Removal of airway obstruction	VIII. Demonstrates procedure for removal of obstruction from airway.	VIII. Make charts to show steps in the removal of obstruction from airway.

TOPIC AREA SAFETY AND FIRST AID LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
1. Keep victim calm and allow him to cough 2. If unable to breath, place head below hips 3. Pound on back between shoulders E. Artificial respiration technique	The student:	
IX. Poisoning A. Definition B. Classification 1. Ingested 2. Inhaled 3. Absorbed 4. Injection C. Treatment objectives D. Treatment resources Poison Control Center	IX. Identifies a local treatment resource for for poisoning.	IX. Have a representative from the local poison control center or related agency to speak tc the class and present poison display. IX. Have students bring a list of poisonous items around their home. Make master list for classroom. IX. Poison Control Center, Southeast Texas 713/654-1701 Poison Control Center, Southern 901/528-6048

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TOPIC AREA SAFETY AND FIRST AID

LEVEL II - GRADE 4

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
X. Burns A. Types of burns B. Causes and effects C. Classifications D. Treatment objectives		
XI. Frostbite and Cold Exposures A. Causes B. Prevention objectives C. Treatment objectives		XI. Write a report explaining what happens to the bodily functions when cold exposure occurs.
XII. Heat Stroke, Heat Cramps, and Heat Exhaustion A. Definition B. Causes C. Heat stroke D. Heat cramps E. Heat exhaustion F. Treatment objectives		XII. Through discussion, contrast heat exhaustion problems to cold exposure.
XIII. Sudden Illness A. Heart attack B. Stroke C. Fainting D. Convulsion E. Diabetic conditions F. Substance abuse reactions G. Acute appendicitis		XIII. Have students discuss how the different types of sudden illness are related and how they differ.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
XIV. Emergency Medical Equipment A. Dressing B. Improvised C. First aid kits		XIV. State the location of an injury requiring bandaging and then actually apply the bandage. XIV. Have students select a card from a resource pool which would state the location of an injury requiring bandaging and then actually apply the bandage.
XV. Skeletal Injuries A. Definition B. Fractures C. Dislocations D. Sprains E. Strains		XV. Make a list of dangers and/or complications resulting from the unwarranted movement of skeletal injury victims.

TOPIC AREA SAFETY AND FIRST AID LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. School Safety A. Fire B. Playground and facility		I. Students write recommendations for improving the safety of the school environment.
II. School Bus Safety A. Waiting at the school B. Boarding C. Riding D. Exiting		II. Research statistics and discuss related bus accidents.
III. Traffic safety A. Auto passenger safety 1. Seat belts/child auto safety seats 2. Proper behavior when riding in an automobile		III. Have speaker who works with student patrols lead a discussion on the importance of being safety conscious. III. Prepare a report on how the automobile design is important to safety.
C. Bicycle safety 1. Twelve "Rules of the Road 2. Bicycle safety checklist 3. Role of law enforcement officers		III. The student may design a playground area that could be used to practice good bicycle safety habits.
D. Alcohol/drugs and traffic safety 1. How alcohol affects driving ability	III. Describes how alcohol/drugs affect driving ability.	III. Have students write a research paper on the relationship of alcohol/drugs and traffic fatalities. Sources: National

TOPIC AREA SAFETY AND FIRST AID LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
a. Impairs coordination b. Decreases visibility c. Reduces reaction time d. Impairs judgments 2. Consequences of driving while intoxicated 3. Role of law enforcement officers and judges		Safety Council, City/State Police, Newspaper. III. Have a state trooper or other law enforcement officer visit the class and either discuss or demonstrate blood alcohol content measurement and explain the procedures for arrest (such as handcuffing, being taken to jail, being bonded, etc.). III. Trace the progress of a traffic ticket from the time it is given by a policeman through the courtroom.
IV. Home Safety A. Fire 1. Potential hazards in the home 2. Preventive action - "EDITH" 3. Reporting fires 4. Extinguishing fires B. Falls 1. Unsafe conditions 2. Unsafe acts 3. Learning how to fall C. Poisons 1. Potential hazards 2. How to get help		

TOPIC AREA SAFETY AND FIRST AID LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
D. Electrical E. Firearms 1. Proper storage 2. Safe handling a. Safety on b. Finger outside trigger guard c. Muzzle under control, pointed away from self and others F. Power tools 1. Lawn and garden tools 2. Hand tools	IV. Lists rules for safe handling of firearms in the home.	IV. Invite a representative of a local gun club or police department to speak to class and demonstrate safe gun procedures. IV. Write to the National Rifle Association (NRA) for gun handling literature.
V. Recreational Safety A. Water safety 1. Swimming 2. Boating 3. Rescue techniques a. Reach b. Throw c. Row	V. Explains non-swimming rescue techniques for drowning victim.	V. Students will demonstrate and practice non-swimming rescue techniques (teaching, assists, flotation devices, etc.).
B. Gun Safety		V. Give students a list of hunting safety regulations and have them discuss why such laws were enacted. Have them discuss the results of these regulations.

TOPIC AREA SAFETY AND FIRST AID LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
VI. First Aid (Emergency Aid Care) A. Definition B. Reasons for first aid C. Value of first aid		
VII. Psychological First Aid A. Emotions of rescuer B. Emotions of victim		
VIII. Wounds A. Definition and classification of wounds B. Common causes C. Symptoms 1. Skin damaged 2. Bleeding		
D. First aid for severe bleeding 1. Techniques for controlling a. Direct pressure b. Elevation c. Pressure points 1) Brachial 2) Femoral	VIII. Demonstrates the use of pressure points to control bleeding.	VIII. Prepare an anatomical sketch illustrating brachial and femoral pressure points.

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TOPIC AREA SAFETY AND FIRST AID LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
F. Closed wounds 1. Characteristics 2. Causes 3. Symptoms 4. Treatment objectives G. Specific wounds 1. Eye injuries 2. Chest injuries 3. Impaled injuries 4. Gunshot 5. Abdominal 6. Blisters 7. Bites		
IX. Traumatic Shock A. Definition B. Causes C. Symptoms 1. Early stages 2. Late stages D. Prevention 1. Keep victim lying down 2. Maintain body temperature 3. Get medical help E. Treatment objectives	IX. Lists the preventive steps for shock.	IX. Based upon teacher-prepared situations, have the class explain the appropriate steps for preventing shock.

TOPIC AREA SAFETY AND FIRST AID LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
X. Respiratory Emergencies and Artificial Respiration A. Definitions B. Symptoms of respiratory emergencies C. Types of respiratory emergencies D. Removal of airway obstruction E. Artificial respiration technique		
XI. Poisoning A. Definition B. Classification 1. Ingested 2. Inhaled 3. Absorbed 4. Injected C. Treatment objectives D. Treatment resources Poison Control Center		
XII. Burns A. Types of burns B. Causes and effects C. Classification	XII. Differentiates between the treatment for 1st, 2nd and 3rd degree burns.	XII. Using a variety of burn illustrations, have the children label each as a minor or a serious burn.

TOPIC AREA SAFETY AND FIRST AID LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
1. First 2. Second 3. Third D. Treatment objectives 1. First degree a. Cold water b. No medication 2. Second degree a. Cold water b. Apply sterile bandage 3. Third degree a. Apply sterile bandage b. Elevate area c. Treat for shock d. Seek medical help	The student:	XII. After the identification of burns, children will explain the proper treatment of that type of burn.
XIII. Frostbite and Cold Exposures A. Causes B. Preventive objectives C. Treatment objectives		
XIV. Heat Stroke, Heat Cramps, and Heat Exhaustion A. Definitions B. Causes	XIV. Lists signs and symptoms of the three heat related conditions.	XIV. Divide the class into three groups in order to develop a chalkboard chart. Each group will establish a list of

TOPIC AREA SAFETY AND FIRST AID LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
C. Heat stroke 1. Body temperature high 2. Skin hot and dry 3. Pulse rapid and strong 4. Victim may be unconscious D. Heat cramps - muscle spasm E. Heat exhaustion 1. Normal body temperature 2. Pale and clammy skin 3. Profuse perspiration 4. Weak 5. Headache 6. Nausea 7. Possible fainting F. Treatment objectives XV. Sudden Illness A. Heart attack B. Stroke C. Fainting D. Convulsion E. Diabetic conditions F. Substance abuse reactions G. Acute appendicitis	The student:	conditions or symptoms for one of the following areas: heat stroke, heat cramps, and heat exhaustion.

TOPIC AREA SAFETY AND FIRST AID LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
XVI. Emergency Medical Equipment A. Dressing B. Bandages C. Improvised equipment D. First aid kits		
XVII. Skeletal Injuries A. Definitions B. Fractures C. Dislocations D. Sprains E. Strains F. First aid objective - immobilization	XVII. Identifies the primary objective in first aid for skeletal injuries.	XVII. From a varied supply of materials, students will select and demonstrate the use of materials which can be used as improved immobilization equipment.
XVIII. Emergency Rescues A. Rescue from life threatening situations B. Transportation of injured		XVIII. In a teacher-led discussion, students will discuss reasons why transportation of the injured may be necessary.
XIX. C.P.R. A. Definition B. Reasons for life support C. Technique of C.P.R. D. Practice		

TOPIC AREA SAFETY AND FIRST AID

LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. First Aid A. Definitions B. Reasons for first aid C. Value of first aid		I. For brain-storming sessions, have students identify the first aider's role in the total concept of emergency.
II. Psychological first aid A. Emotions of rescuer B. Emotions of victim		II. Role play. Give the students panic and calm first aid situations. Have them devise a role to depict the effects of panic and calm on the victim/rescuer in an emergency situation. Show film "One Person Too Late" by American Red Cross.
III. Wounds A. Classification of wounds B. Common causes 1. Techniques for controlling bleeding 2. Treatment objectives C. Prevention of contamination and infection 1. Safeguards 2. Measures to be taken 3. Removal of foreign objects 4. Dressing of wound 5. Infection		III. Teacher will demonstrate alternative methods for controlling bleeding and infection. At stations controlled by student leaders, students will practice these methods.

TOPIC AREA SAFETY AND FIRST AID LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
D. Open wounds		
1. Characteristics		
2. Causes		
3. Symptoms		
4. Treatment objectives		
E. Prevention of contamination and infection		
1. Safeguards		
2. Measures to be taken		
3. Removal of foreign objects		
4. Dressing		
5. Infection		
F. Closed wounds		
1. Characteristics		
2. Causes		
3. Symptoms		
4. Treatment objectives		
G. Specific wounds		III. Utilizing overhead projectors, and colored pencils, have students prepare schematic diagrams of specific wounds.
1. Eye injuries		
2. Chest injuries		
3. Impaled injuries		
4. Gunshot		
5. Abdominal		
6. Blisters		
7. Bites		

TOPIC AREA SAFETY AND FIRST AID LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
IV. Traumatic Shock A. Definitions B. Causes C. Symptoms 1. Early stages 2. Late stages D. Preventive objectives E. Treatment objectives		IV. Students will develop a chart illustrating the psychological basis of the traumatic shock cycle. IV. In a self-testing situation, have students predict symptomatic responses based upon the shock cycle.
V. Respiratory Emergencies and Artificial Respiration A. Definitions B. Symptoms of respiratory emergencies C. Types of respiratory emergencies D. Removal of airway obstruction E. Artificial respiration technique		
VI. Poisoning A. Definition B. Classification 1. Ingested 2. Inhaled 3. Absorbed 4. Injected	VI. Identifies the four basic classifications of poisoning.	VI. Have students make wall charts displaying the classifications of poisoning.

TOPIC AREA SAFETY AND FIRST AID LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
C. Treatment objectives D. Treatment resources Poison Control Center		VI. Discuss and explain each poison treatment through class discussion.
VII. Burns A. Types of burns B. Causes and effects C. Classification D. Treatment objectives		VII. Show film on identification of types of burns.
VIII. Frostbite and cold exposure A. Causes B. Prevention objectives C. Treatment objectives		
IX. Heat stroke, heat cramps, and heat exhaustion A. Definitions B. Causes C. Heat stroke 1. Cool body down 2. Get medical help D. Heat cramps 1. Massage to relieve cramps 2. Replace electrolites (Gatorade)	IX. Explains first aid for heat stroke, heat cramps, and heat exhaustion.	IX. In class discussion, have students formulate a comparison chart of treatments for heat stroke, heat cramps, and heat exhaustion.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
E. Heat exhaustion 1. Cool body down 2. Replace electrolites 3. Observe to prevent heat stroke F. Treatment objectives		
X. Sudden illness A. Heart attack 1. Persistent chest pain radiating to left shoulder 2. Shortness of breath (gasping) 3. Bluish discoloration of lips, skin and fingernails 4. Prostration 5. Shock B. Stroke 1. Headache 2. Confusion 3. Dizziness 4. Ringing in ears 5. Speech difficulty 6. Visual distortion	X. Identifies signs and symptoms for heart attack and stroke.	X. Using an overhead projector and transparencies, present each sudden illness and its treatment. X. Have a resource person from medical field or association to explain heart attack and stroke to class.

TOPIC AREA SAFETY AND FIRST AID LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
XI. Emergency medical equipment A. Dressing B. Bandages C. Improvised equipment D. First aid kits		XI. Class discussion of emergency medical equipment improvisation techniques as demonstrated in selected emergency situations.
XII. Skeletal injuries A. Definitions B. Fractures C. Sprains D. Strains E. Head and spinal injuries		
XIII. Emergency rescues A. Rescue from life threatening situation B. Transportation of the injured		
XIV. C.P.R. A. Definition B. Reasons for life support C. Methods 1. One rescuer	XIV. Demonstrates procedure for removal of airway obstruction for conscious and unconscious victim.	XIV. Show film. Class discussion of principles of C.P.R. XIV. Demonstration of techniques of C.P.R.

TOPIC AREA SAFETY AND FIRST AID LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
a. With victim flat on back, check for responsiveness b. Call for help c. Clear mouth of foreign matter d. Open airway (tilt head back, lift neck) e. Look, listen and feel for air f. If not breathing, pinch nostrils and give four quick breaths g. Look, listen and feel for air exchange h. If airway is blocked: 1) Try back blows 2) Abdominal or chest thrust 3) Finger probe i. Check carotoid pulse j. If pulse absent, begin C.P.R. (one rescuer) 1) Locate lower tip of sternum (xiphoid process)		XIV. Mannequin practice. XIV. Guidelines for C.P.R. Instruction available from the Health and Physical Education, Louisiana Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804.

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TOPIC AREA SAFETY AND FIRST AID LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
2) Place heel of hand 1 to 1-1/2" above xiphoid process		
3) Begin chest compression - 15 compressions for every 2 breaths		
k. Continue until victim is revived or medical help becomes available.		
2. Two rescuer		
D. Airway Obstruction Removal		
1. Conscious victim		
a. Wrap arms around victim from behind		
b. Make fist with one hand, covering it with other hand		
c. Place thumb of fist above navel and below rib cage		
d. Thrust fist sharply upward and back into person's abdomen		
e. Repeat 4 times		
f. If airway still blocked, repeat procedure		
g. If airway still blocked, administer		

TOPIC AREA SAFETY AND FIRST AID LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
4 sharp back blows h. If airway still blocked, repeat abdomen thrust and back blows i. If airway still blocked, attempt finger probes 2. Unconscious victim a. Turn victim on back b. Kneel astride victim's hips c. With one of your hands on top of the other, place the heel of your bottom hand on victim's abdomen, above navel and below rib cage d. Press heel of hand into victim's abdomen e. Repeat several times		

TOPIC AREA **SAFETY AND FIRST AID - BIBLIOGRAPHY**

Resources - Association and Agencies:

A.A.H.P.E.R.D., 1201 Sixteenth Street, N.W., Washington, D.C. 20036

American National Red Cross, Eighteenth and E. Streets, N.W., Washington, D.C. 20250

Boating Industry Association, 401 N. Michigan Avenue, Chicago, Illinois 60611

Department of Public Safety, South Foster Drive, Baton Rouge, Louisiana 70806

Gulf States Utilities Co., Public Relations Department, P. O. Box 2431, Baton Rouge, LA 70821

Louisiana Wildlife and Fisheries, Capitol Station, P. O. Box 44095, Baton Rouge, LA 70804

L.S.U. Cooperative Extension Service, Louisiana State University, Baton Rouge, LA 70803

National Fire Protection Agency, 60 Batterymarch Street, Boston, MA 02100

National Institute for Occupational Safety and Health, Post Office Building, Cincinnati, Ohio 45202

National Rifle Association, 1600 Rhode Island Avenue, N.W., Washington, D.C. 20036

National Safety Council, 444 N. Michigan Avenue, Chicago, IL 60611

Pedestrian Safety, Consumer Product Safety Commission, Washington, D.C. 20207

Poison Prevention Week Secretary, Post Office Box 1543, Washington, D.C. 20013

Power Tool Institute, 1803 S. Busse Highway, Mt. Prospect, IL 60056

Schwinn Bicycle Company, 1856 North Kostner Avenue, Chicago, IL 60639

Speakers and Films, Louisiana Wildlife and Fisheries, Capitol Station, Post Office Box 44095, Baton Rouge, LA 70804

Traffic Safety Materials, U. S. Department of Transportation, National Highway Traffic Safety Administration, Washington, D.C. 20590

U. S. Coast Guard, Washington, D.C.

U. S. Department of H.E.W., Public Health Service, Division of Accident Prevention, Washington, D.C. 20201

Audio/Visuals:

A First Film on Finding Your Way to School (16 mm., color, 9-1/2 min.). Recognizing landmarks and understanding safety rules. Rental $6.50, Sale $120.00. B.F.A. Educational Media, 2221 Michigan Avenue, Santa Monica, CA 90404.

After the Ouch (8-11 years, 16 mm. or video). Artificial respiration and first aid for choking. Churchill Films, 662 N. Robertson Boulevard, Los Angeles, CA 90069.

Basic First Aid Posters ($8.00 set of 36 large size instructional charts for use with Basic First Aid). Basic First Aid, American Red Cross, local chapter.

Bleeding - What to Do (16 mm. or video). Pyramid Films, Box 1048, Santa Monica, CA 90406.

Boating Safety and Rescue (16 mm. or video, 10 min., 31 sec.), $35.00 for 16 mm. and $30.00 for video. Presents small boat safety techniques. American Red Cross, local chapter.

Community Disaster Action (video, 5 min., 42 sec.), $18.00.

TOPIC AREA SAFETY AND FIRST AID - BIBLIOGRAPHY

CPR - A Training Film (16 mm. or video). Thanco Films, 3047 Baker St., San Francisco, CA 94123

Disaster Sights and Sounds (videocassette, 8 min., $25.00), film segments of actual moments of destruction. This is a "discussion starter" used in Disaster Preparedness. Film Loops, Inc., Post Office Box 2233, Princeton, NJ 08540

False Alarm (videocassette, 11 min., 10 sec.), a fascinating puppet show that introduces health and safety to primary grades, $25.00 each.

Fire Emergency Action (16 mm. or video, 6 min., 40 sec.), animation used to point out steps people should take to preserve their lives in single home and apartment fires. $35.00 for 16 mm. and $25.00 for video.

Flood Emergency Action (video, 5 min., 3 sec.), $18.00.

Have Fun But (18. min. slide series, $4.50), designed to promote safety in, on, and around water. Cartoon characters are featured.

Hurricane and Tornado Emergency Action (16 mm.), on loan from local Red Cross Chapter.

Just Like A Car. National Safety Council, 444 N. Michigan Avenue, Chicago, IL 60611.

New Breath of Life (16 mm. or video), $350.00. Pyramid Films, Box 1048, Santa Monica, CA 30406.

Non-Swimming Rescues (16 mm. or video, 23 min.), $95.00 for 16 mm. and $35.00 for video. Film depicting use of first aid knowledge in five different home emergencies. Good for use in all first aid classes, 7th grade and up.

Standard First Aid (Multi Media) (16 mm., 54 min., 50 sec.), $210.00, from American Red Cross, local chapter.

Safety on the Streets - Manual of Safe Procedure, National Safety Council, 444 N. Michigan Ave., Chicago, IL 60611.

On the Job Safety Rules for Power Tools, Power Tool Institute, 1803 S. Busse Highway, Mt. Prospect, IL 60056.

Teaching Poison Prevention in Kindergarten Through Third Grades, U. S. Department of H.E.W., Public Health Service, Division of Accident Prevention, Washington, D.C. 20201.

Curriculum Guides:

All About Fires, National Safety Council, 444 N. Michigan Ave., Chicago, IL 60611.

Health Education Programs in Oregon Schools, Oregon Department of Education, Salem, Oregon 97310.

Interdisciplinary Traffic, Safety Instruction System, Maryland State Department of Education, Post Office Box 8717, Friendship International Airport, Baltimore, MD 21218.

Safety for Louisiana Schools Bulletin #1394), Safety Education Section, Louisiana State Department of Education, Post Office Box 44064, Baton Rouge, LA 70804. (Free)

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Aaron, James, et al. First Aid and Emergency Care. New York: MacMillan Co., 1972.

American Red Cross. Basic Aid Training (Grades 3 and 4) Teacher's Packet. American Red Cross, 1980.

American Red Cross. Basic First Aid, Student Workbook (Grades 5 and 6). American Red Cross, 1980.

American Red Cross. CPR, Student Workbook. American Red Cross.

American Red Cross. Emergency Action Principles. American Red Cross, 1977.

American Red Cross. Emergency Relief of Foreign Body Obstruction of the Airway. American Red Cross, 1978.

American Red Cross. First Aid for Burns. American Red Cross, 1977.

American Red Cross. First Aid for Poisoning. American Red Cross, 1977.

American Red Cross. First Aid for Wounds. American Red Cross, 1977.

American Red Cross. Health and Safety for the Primary Grades, Teacher Portfolio. American Red Cross.

American Red Cross. Standard First Aid and Personal Safety. American Red Cross, Second Edition, 1979.

American Red Cross. Standard First Aid (Multi Media) Student Workbook. American Red Cross, 1978.

Annarino, Anthony, et al. A Study Guide to First Aid and Safety. Minneapolis, Minn.: Burgess Publishing Co., 1970.

Brennan, William T., and Ludwig, Donald. First Aid and Civil Defense. Dubuque, Iowa: William C. Brown, 1971.

Byrd, Oliver E., and Byrd, Thomas. Medical Readings on First Aid. San Francisco, Calif.: Boyd and Fraser Co., 1971.

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Grant, Harvey, et al. Emergency Care. Bowie, JD: Robert J. Brady Co., 1975.

Helfen, Grent, et al. First Aid for Health Emergencies. St. Paul, Minn.: West Publishing Co., 1973.

Henderson, John. Emergency Medical Guide. McGraw-Hill, New York: 1978.

SUBSTANCE USE AND ABUSE

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL I - GRADE 2

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Medicine A. Reasons for use and benefits 1. Prevention of illness 2. Treatment of illness B. Necessity of medicine 1. Longer life 2. Healthier life	I. States why medicines are necessary.	I. Collect pictures showing people who are ill. Discuss ways medicine might help. I. Have students write a story, "When I was Ill."
C. Directions and guidelines for use 1. Persons who dispense a. Physicians b. Pharmacists c. Nurses d. Parents e. Qualified adults 2. Directions a. Do not take others' medicines b. Follow directions c. Keep medicine in original containers d. Do not take medicines in the dark	I. Identifies persons who should dispense medicines.	I. Role play child's illness, trip to doctor, purchase of medicine from pharmacist, administering by qualified adult, and proper storage. I. Field trip to hospital. I. Discuss ways adults can dispose of old medicines and containers. I. Compare a list of safety rules about taking medicine. I. Bring empty bottles of drugs with directions. Read directions to class, calling attention to specific directions for taking.
3. Dangers of misuse a. Individual reactions b. Death	I. Identifies dangers of misusing medicines.	

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL I - GRADE 2

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
D. Common forms 1. Aspirin 2. Cough medicine 3. Allergy medicine 4. Vitamins 5. Cold medicines 6. Other		I. Make a collage identifying different medicines, using magazine and newspaper ads. I. Set up a display of empty bottles of prescription and non-prescription medicines. Discuss differences between the two and reasons for information on the labels.
E. Labels and storage 1. Visible cautions of labels a. Skull and crossbones b. Mr. Yuk c. Danger	I. Identifies poison labels.	I. Field trip to drug store. Discuss prescription and nonprescription drugs with druggist. I. Discuss medicines advertised on TV. Bring attention to ways commercials can be misleading. Answer these questions: Why do you watch commercials? Do you buy things advertised on TV? What do commercials tell us? Do we need everything we see on commercials? I. Teacher illustrates poison signs (Mr. Yuk and Skull and Crossbones) with bulletin board display. Students can also illustrate same

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL I - GRADE 2

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
		signs. Discuss meaning of symbols. Order Mr. Yuk stickers.
2. Safe storage 3. Directions		I. Students discuss where medicine is stored at home.
		I. Bulletin board display using pictures and labels from magazines and bottles. Discuss categories to which each belongs.
		I. Construct medicine cabinet of cardboard box. Use bottles with labels giving specific use and directions.
II. Household Substances A. Familiar substances 1. Cleaning products 2. Cosmetics 3. Paint products 4. Lawn care products 5. Glue 6. Poisons 7. Petroleum products	II. Lists familiar household substances.	II. Teacher and students prepare a HOME SAFETY CHECKLIST including common substances and areas of storage. Students work with parents to complete list and return it to school for discussion.

TOPIC AREA SUBSTANCE USE AND ABUSE

LEVEL I - GRADE 2

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
B. Directions/guidelines for use 1. Reading labels 2. Storage 3. Recognizing warnings		
C. Dangers 1. Poisoning 2. Burns 3. Ill effects 4. Death	II. Lists dangers of misusing household substances.	II. Discuss items that are dangerous to play with, such as matches, gasoline, glue, etc.
D. Emergency contact people 1. Adult 2. Doctor 3. Fire department 4. Hospital 5. Police 6. Others	II. Names persons to contact in case of emergencies related to household substances.	II. Make a list of telephone numbers needed for emergencies: police, doctor, fire department. Students prepare stickers with numbers to be placed near telephone.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	SUGGESTED ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Medicine (Review) A. Reasons for use and benefits 1. Prevent illness 2. Treatment of illness B. Necessity of medicine 1. Longer life 2. Healthier life C. Directions and guidelines for use 1. Persons who dispense a. Physicians b. Pharmacists c. Nurses d. Parents e. Qualified adults	I. States why medicines are necessary and beneficial.	I. Invite qualified medical person to discuss benefits of drugs. I. Make a collage of the common forms of medicines and what the benefits are of each. I. Compose a list of safety rules about taking medicines.
2. Directions a. Do not take others' medicines b. Follow directions c. Keep medicine in original containers d. Do not take medicines in the dark	I. States general directions for taking medicines.	
3. Risks a. Individual reactions b. Misuse c. Improper disposal d. Death		I. Discuss ways adults can dispose of old medicines and containers.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
D. Common forms 1. Aspirin 2. Cough medicine 3. Allergy medicine 4. Vitamins 5. Cold medicines 6. Others	I. Lists common forms of medicines.	I. Make a collage identifying different medicines, using magazine and newspaper ads. I. Have each student survey the brands of the common forms of over-the-counter medicines used in his home. Make a class chart or graph.
E. Labels and storage 1. Visible, cautions on labels 2. Safe storage		I. Students discuss where medicine is stored at home. I. Set up a display of empty bottles of prescription and non-prescription medicines. Discuss differences between the two and reasons for information on the labels. I. Construct medicine cabinet of cardboard box. Use bottles with labels giving specific use and directions.
F. Prescription and non-prescription drugs 1. Definitions 2. Comparisons a. Cost b. Effects c. Laws	I. Defines prescription and non-prescription drugs.	I. Field trip to drug store. Discuss prescription and non-prescription drugs with druggist.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
3. Labeling a. Prescription 1) Date 2) Doctor 3) Patient 4) Drug type and use 5) Dosage b. Non-prescription 1) Date 2) Drug type and use 3) Dosage 4) Active ingredients 5) Contraindications 6) Possible drug interaction 7) Caution	I. Identifies characteristics of drug labels.	I. Make chart with following categories: NAME OF MEDICINE/ PRESCRIPTION/NON-PRESCRIPTION/ USES/DANGERS.
II. Household substances A. Familiar substances 1. Cleaning products 2. Cosmetics 3. Paint products 4. Lawn care products 5. Glue 6. Poisons 7. Petroleum products		II. Bring labels from home or magazines related to household substances. Discuss proper use of each.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
B. Directions/guidelines for use 1. Reading labels 2. Storage 3. Recognizing warnings		II. Teacher and students prepare a HOME SAFETY CHECKLIST, including common substances and areas of storage. Students work with parents to complete list and return it to school for discussion.
		II. Students and teachers make list of undesirable results from experimenting with unknown substances. Skit or role playing possible: one student desires to drink something from a bottle found in garage. Friend tries to discourage him or her. After taking a drink, first student gets sick. Discuss possible outcome.
		II. Discuss items that are dangerous to play with, such as matches, gasoline, glue, etc.
		II. Help students identify poison and caution labels. Discuss phrase "Caution - keep out of reach of children and pets."

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
C. Risks 1. Poisons 2. Burns 3. Ill effects 4. Death		II. Make a list of telephone numbers needed for emergencies: police, doctor, fire department. Students prepare stickers with numbers to be placed near telephone.
III. Tobacco A. Definition		III. Word list: tobacco, cigarette, cigar, chewing tobacco, snuff, tar, nicotine, cancer, emphysema, bronchitis.
B. Common forms 1. Cigarettes 2. Cigars 3. Chewing tobacco 4. Snuff		III. Students collect pictures depicting tobacco use in various forms.
C. Effects 1. Immediate a. Blood pressure b. Pulse rate increase c. Temperature in extremities drops d. Blood clots faster e. Action of cilia slows f. Shortness of breath g. Coughing	III. Describes immediate effects of smoking on the following systems: a. Nervous b. Cardiovascular c. Respiratory	III. Student or teacher brings cigarette package to class. Class discusses warning on package. III. Collect recent articles or information that shows the trend over the past 10 years for junior high school students that smoke. III. Write to agencies for posters and information: AMERICAN HEART ASSOCIATION, AMERICAN CANCER SOCIETY, and LUNG ASSOCIATION.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
h. Slight stimulation of CNS i. Reflexes might be slowed		III. Invite speakers from local chapters of organizations of the above.
		III. Develop or use a smoking crossword puzzle.
		III. Students assemble a smoking machine with these materials: quart size wide-mouth jar with two-hole stopper, glass tubing, rubber tubing, three or four cigarettes, water.
		III. Prepare charts comparing illnesses of smokers and non-smokers.
D. Reasons for use and abstinence 1. Use a. Curiosity b. Peer pressure c. Adult imitation d. Rebellion e. Advertising f. Weight control g. Nerves h. Pleasure	III. States reasons for using or abstaining from the use of tobacco.	III. Develop a decision-making sheet on smoking. Use sheet to introduce and clarify information. Sample statements: 1. People smoke because... 2. Tobacco is... 3. People who smoke... 4. Instead of smoking... 5. Smoking is...

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
2. Abstinence a. Health b. Peer pressure c. Fear d. Religion e. Athletes f. Cost g. Illegal to sell to minors.	The student:	III. Debate these subjects: 1. Smoking should not be allowed in public places. 2. Teachers should not be allowed to smoke at school. 3. There should be smoking areas for teachers. 4. Tobacco is necessary to the U. S. economy. 5. Smokers have less will power than non-smokers. III. Divide class into four groups and develop lists of answers to these questions: 1. Why do people start smoking? 2. Why do people continue smoking? 3. Why do people stop smoking? 4. Why do some people never start smoking? Follow up with discussion of reasons. III. Read "Warning Law" to students taken from cigarette vending machine.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
E. Cessation and reduction of risk 1. How to stop a. Cold turkey b. Gradual reduction c. Smoking clinics d. Aversion drugs e. Other methods 2. How to reduce risk a. Use low tar and nicotine products b. Filters c. Smoke part of cigarette	III. Names ways to stop smoking.	III. Have students brainstorm methods used to stop smoking.
IV. Alcohol A. Definitions	IV. Defines alcoholic beverages.	IV. Word list: ethyl alcohol, methyl alcohol, distillation, fermentation, hangover, sober.
B. Common forms 1. Beer 2. Wine 3. Distilled beverages	IV. Identifies common forms of alcohol.	IV. Students prepare posters on common types of alcohol.
C. Reasons for use/abuse/abstinence 1. Use a. Ceremony b. Peer Pressure c. Curiosity	IV. Lists reasons for use, abuse, and abstinence from alcohol.	IV. Students make a list of reasons given by teenagers and adults for drinking.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
d. Adult imitation e. Pleasure f. Rebellion g. Advertising 2. Abuse a. Peer pressure b. Escape c. Addiction d. Habit 3. Abstinence a. Health b. Parental influence c. Religion d. Athletes e. Illegal to sell to minors f. Peer pressure g. Cost h. Fear		IV. Students write a two-page paper on why people drink, using research support information.
D. Immediate effects 1. Coordination 2. Speech 3. Mood 4. Judgment 5. CNS depressed	IV. Identifies immediate effects of alcohol.	IV. Bring newspaper articles dealing with accidents caused by persons under the influence of alcohol. IV. Lecture on immediate effects of alcohol. IV. Homework report on immediate effects of alcohol.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
V. Marijuana A. Definitions 1. THC (Tetrahydro cannabinol) 2. Cannabis 3. Hashish 4. Marijuana B. Common names 1. Pot 2. Grass 3. Joint 4. Others		V. Word list: THC, marijuana, cannabis, hashish, pot, grass, joint, weed, toke, buzz.
C. Effects 1. Immediate a. Coordination b. Sensory distortion c. Mood changes d. Time/distance relationship e. Hunger f. Others 2. Long term a. Memory b. Motivation c. Disease resistance d. Psychological dependence e. Others	V. Lists immediate and long term effects of marijuana.	V. Class discussion of effects of marijuana on attitude, senses, coordination, judgment, family relationships, friends, school work, self-esteem. V. Students write report on recent research regarding marijuana. V. Complete unfinished sentences such as: 1. Marijuana is... 2. My parents think marijuana is... 3. Marijuana may be dangerous because... 4. People who use marijuana... 5. People who don't use marijuana...

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
D. Patterns of use 1. Reasons given for use a. Peer pressure b. Escape c. Curiosity d. Recreation e. Boredom f. Psychological dependence 2. Reasons given for not using a. Illegal b. Independence c. Health d. Fear e. Cost f. Peer influence g. Parental influence	V. Names reasons given for using and not using.	V. List and discuss with class reasons why students may try marijuana. V. Role play a student trying to talk a friend into smoking marijuana. V. Role play a parent's reaction to a son or daughter discovered using marijuana. Class discuss results of actions displayed. V. Debate legalization or decriminalization of marijuana.
VI. Inhalants A. Common forms 1. Glue 2. Aerosols 3. Gasoline 4. Paint products 5. Cooking products	VI. States reasons why inhalants are dangerous if misused.	VI. Students prepare reports on effects of inhalants. VI. Students read newspaper or magazine articles on effects of inhalants and discuss with class. VI. Teacher gives pre-test on inhalants. Follow with discussion.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL II - GRADE 6

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
B. Physiological effects 1. Nervous system 2. Muscular system 3. Respiratory system 4. Senses C. Psychological effects 1. Mood changes 2. Judgment 3. Dependence 4. Peers, family, work, attitude, self-esteem		

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Alcohol A. Problems associated with drinking 1. Drunkenness 2. Acceptance 3. Legal problems 4. Hangover 5. Effect on school work 6. Effect on family 7. Effect on friends	I. States risks related to use of alcohol.	I. Invite a school nurse to discuss effects of alcohol on body. I. Invite a social drinker, a dry alcoholic and a non-drinker to speak to class on reasons for choices.
8. Irresponsibility a. Drinking and driving b. Drinking on an empty stomach c. Mixing alcohol with drugs and/or medication d. Gulping drinks e. Drinking to "escape" f. Drinking concentrated drinks B. Physical effects 1. Coordination 2. Speech 3. Mood 4. Judgment	I. Identifies irresponsible ways alcohol is used.	I. Discuss effects of alcohol on decision-making, self-control,

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
C. Attitudes toward drinking 1. Peers 2. Family 3. Teachers 4. Friends	I. Compares his/her attitudes toward drinking with that of peers.	
D. Dealing with peer pressure 1. Recognizing pressure 2. Giving in 3. Finding new friends 4. Resisting pressure	I. Summarizes methods of dealing with peer pressure.	I. Divide class into groups. Place a water-filled bottle and cups in middle of group. Privately instruct all members of each group except one to take a drink of water and resist pressure from others to take one. Give each group 5-10 minutes. Follow each activity with questions about feelings, pressure, etc.
E. Alternatives to Alcohol Abuse 1. Other beverages 2. Abstinence 3. Hobbies 4. Work 5. School work 6. People 7. Music 8. Nature 9. Others	I. Lists alternatives to the use of alcohol.	I. Each student writes a list of personal alternatives to drinking.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
I. Alcohol A. Alcoholism 1. Causes a. Social b. Emotional c. Physical		I. Word list: alcoholic, intoxication, black-out, Driving While Intoxicated (DWI), Alcoholics Anonymous (AA), Delirim Tremens (DT's).
2. Effects a. Early signs b. Physical c. Emotional d. Diseases	I. Lists effects related to alcoholism.	I. Students write a report tracing social drinking to the abuse of alcohol. I. Invite a law enforcement officer to answer questions about legal rights and consequences of alcohol use. I. Invite a dry alcoholic to share experiences with the class.
3. Treatment a. Individual b. Group 1) AA 2) Alanon 3) Alateen 4) Local agencies	I. Lists organizations which help people with alcohol related problems.	I. Develop a list of agencies at the local, state and national levels which have information or help people with alcohol related problems.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
B. Risks associated with Drunkeness 1. Drinking and driving 2. Effects on physical functions 3. Effects on others 4. Legal problems 5. Chronic disease		
II. Drugs of Abuse A. Hallucinogen - a mind altering drug 1. Marijuana 2. PCP 3. Psilocybin 4. Mescaline 5. LSD 6. STP 7. Others 8. Immediate effects - sensory distortion 9. Long range effects a. Habituation b. Flashbacks	II. Defines the following drugs: Hallucinogens, depressants, stimulants, narcotics, and over-the-counter. II. Given a list of substances, the student places them into proper categories. II. Cites immediate and long-range effects of hallucinogens, depressants, stimulants and opiates.	II. Word list: narcotic, hallucinogen, stimulant, depressant, over-the-counter drug, PCP, valium, etc. II. Class discussion to list and categorize drugs. II. Students prepare chart of selected drugs categorized by names, effects, uses, dangers. II. Teacher distributes a list of drugs. Students classify each substance according to type, potential for psychological dependence, tolerance, withdrawal.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL IV - GRADE 9

CONTENT OUTLINE

B. Depressant - a drug that slows down the Central Nervous System
  1. Tranquilizers
    a. Librium
    b. Valium
    c. Miltown
  2. Barbiturates
    a. Seconal
    b. Amytal
    c. Tuinal
    d. Nembutal
    e. Phenobarbital
  3. Methaqualone
  4. Immediate effects - reduced sensory response
  5. Long-range effects
    a. Habituation
    b. Addiction
  6. Medical uses
    a. High blood pressure
    b. Epilepsy
    c. Insomnia
    d. Relaxes patient before surgery
  7. Recognizing abusers

STUDENT OBJECTIVES

The student:

ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES

II. Students write facts and myths about various drugs. Teacher puts statements on board and discusses each point as it is raised. Students can challenge and ask questions. Where there is lack of information, assignments are made.

II. Assign a drug to each student for a written report.

II. Rank items according to why people abuse drugs:
  1. Conditioning to drug culture
  2. Escape
  3. Ignorance
  4. Pleasure
  5. Curiosity
  6. Thrill seeking

II. Students rank these drugs according to physical dangers:
  1. Marijuana
  2. Cigarettes
  3. Alcohol
  4. Sleeping pills
  5. PCP

TOPIC AREA SUBSTANCE USE AND ABUSE

LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
C. Stimulant - a drug that increases activity of the Central Nervous System 1. Amphetamines a. Benzedrine b. Dexedrine c. Methedrine d. Biphetamine		II. Student panel develops ways to cope with problems and achieve goals without drugs. (Examples: feeling good, controlling weight, performing athletically, being accepted by peers, relaxing)
2. Anti-depressants a. Ritalin b. Elavil	II. Lists a medical use of stimulants, depressants, and opiates.	II. Students prepare reports on benefits of drugs to society.
3. Natural stimulants a. Caffeine b. Cocaine 4. Immediate effects a. Hypersensory activity 5. Long-range effects a. Habituation b. Addiction 6. Medical uses a. Stimuate heart b. Treat narcolepsy c. Curb appetite d. Relieve depression 7. Recognizing abusers		II. Construct a word scramble containing beneficial drugs.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
D. Opiates 1. Opium 2. Morphine 3. Heroin 4. Codeine 5. Immediate efects a. Reduces sensory response b. Induces sleep 6. Long-range effects a. Habituation b. Addiction 7. Medical uses a. Pain killer 8. Recognizing abusers		II. From a list of drugs, students underline those used most often in medicine. II. Lecture on narcotics. II. Invite a pharmacist to speak to class. II. Students relate experiences of reactions to medicines. II. Students prepare reports on treatment/rehabilitation programs.
E. Over-the-counter drugs (patented or proprietary compound) 1. Analygesics 2. Cold medicines 3. Diet aids		II. Invite a speaker from a treatment program or mental health unit. II. Invite a law enforcement officer to speak on laws, programs and relationship of drug abuse to crime.
F. Treatment/rehabilitation 1. Counseling 2. Therapeutic communities 3. Crisis intervention 4. Law enforcement programs 5. Other services	II. Names two treatment/ rehabilitation programs related to drug abuse.	II. Quiz Bowl: Divide a class into two groups. Each side prepares questions concerning drugs to ask other team. Each correct answer gets one point. Winning side receives prizes or awards.

TOPIC AREA SUBSTANCE USE AND ABUSE LEVEL IV - GRADE 9

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	
6. Programs a. Synanon b. Detoxification and chemical dependence units c. Mental health units		
III. Drugs and the Law (See Table I.)	III. Identifes legal aspects of the sale and/or use of illegal drugs.	

TABLE I

SCHEDULE	POTENTIAL FOR ABUSE	MEDICAL USE	PRODUCTION CONTROLLED	EXAMPLES	MAXIMUM PENALTIES FOR ILLEGAL	
					MANUFACTURING DISTRIBUTION	POSSESSION
I	High	None	Yes	Heroin, marijuana, THC (tetrahydrocannabinol). LSD, mescaline: generally, opiates, opium derivatives and hallucinogenic substances	Narcotics- 1st offense 15 yrs./$25,000/ 3 yrs. 2nd and more offenses 30 yrs./$50,000/ 6 yrs.	1st offense 1 yr./$5,000 2nd offense 2 yrs./$10,000 For first offense probation may be given.
II	High	Yes	Yes	Morphine, cocaine, methadone, secobarbital, methaqualone, all amphetamines	Nonnarcotics- 1st offense 5 yrs./$15,000/ 2 yrs. 2nd offense 10 yrs./$30,000	Penalties for possession are all the same for all schedules
III	Some less than drugs in I and II	Yes	No	Nonamphetamine type stimulants some barbiturates some narcotic	1st offense 5 yrs./$15,000/ 2 yrs. 2nd offense 10 yrs./$30,000/	
IV	Low, less than drugs in III	Yes	No	Barbital, chloral hydrate, meprobamate, phenobarbital	1st offense 3 yrs./$10,000/ 1 yr. 2nd offense 6 yrs./$20,000/2 yrs.	
V	Less than drugs in IV	Yes	No	Compounds, mixtures and preps with low amounts of narcotics	1st offense 1 yr./$5,000/none 2nd offense 2 yrs./$10,000/none	

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Materials available free on loan from
Food and Drug Administration
New Orleans, Louisiana

Video Cassette of Color (free to loan) 19:20 min.
"Safe and Effective" (Consumer Version)
U. S. Food and Drug Administration of DHEW
4298 Elysian Fields Avenue
New Orleans, LA 70122

"What About Food Additives"
Videotape of 4:45 min./color

"Life American Style"
Videotape of 9:22 min./color

"The Consumer Sting"
Videotape of 9:00 min./color

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